

- Arizona State University
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- Australian Catholic University
- Bank Street College
- Bowling Green State University
- Brigham Young University
- Chinese University of Hong Kong
- Clemson University
- College of William and Mary
- Duquesne University
- East Carolina University
- Florida Atlantic University
- Florida State University
- Fordham University
- George Mason University
- Georgia State University
- Hofstra University
- Howard University
- Illinois State University
- Indiana University
- Iowa State University
- Kansas State University
- Kent State University
- Lehigh University
- Louisiana State University
- Loyola Marymount University
- Miami University of Ohio
- Michigan State University
- New Mexico State University
- New York University
- North Carolina State University
- Northern Illinois University
- Ohio State University
- Oklahoma State University
- Pennsylvania State University
- Portland State University
- Rowan University
- Rutgers University
- St. John's University
- St. Louis University
- Sam Houston State University
- San Diego State University
- Southern Methodist University
- Stephen F. Austin State University
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- Tennessee State University
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- Texas Christian University
- Texas State University
- Texas Woman's University
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- University of Central Arkansas
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2015 Presidential Address

Margins, Movements, and the “Doing” of Dignity: New Frontiers for Risk-Taking in Educational Leadership

Noelle Witherspoon Arnold
The Ohio State University



There are a few people I would like to thank before I begin. I have to thank Mark Gooden and Latish Reed for the awesome introductions. I have said it before: but thank you Mark for being pro-Noelle, picking up the phone when I call, and for being a first in many ways among those in our age group. You have been a really great example. Latish, thank you for your words. It was an honor to walk alongside you. And I would and will do so again.

There have been so many people who have given to me personally and professionally that there is always a fear that I will forget someone at things like this. To my mother, Jacqueline, my Granny Mary Della, my Aunt Timella whom I am named after. One of the things that gives me the most consternation is when I feel like I have failed to do something. I can thank them for that. When you watch people model dignity work for you, it is difficult for some of that NOT to rub off on you.

I want to remember a few people who are no longer on the planet but had such an impact on what I am doing: my brother, Germad. He told me a few weeks before I defended that he was proud of me, and he was my younger brother. I was the first in my family, my whole family to go to receive a 4-year college degree. Germad was preparing to LSAT. And he said I inspired him to do that. I am not saying this for me. I am saying this in praise of him. He was had amazing spirit and heart. Two days before I defended my dissertation, Germad passed away from the heart defect he was born with.

My former mentor, Harold Bishop. Dr. Bishop always told me, “Noelle, you a star!” And he said it just like that. If you knew Dr. Bishop, you knew he was larger than life and probably responsible for the majority of those of us of color who joined the leadership department at the University of Alabama. I still miss him. I also thank Dr. Dave Dagley for his words that day as I sat crying after Dr. Bishop passed away in the office. Dave said, “Don’t worry, Noelle. We will take care of you.” I am not sure what prompted those words, but they were dignity affirming and gave me confidence to remain in the program.

My nephew. Some of you know that at the beginning of the school year last year he took his own life. He was beautiful, brilliant, an amazing friend and advocate for others, and no one knew his struggle. Not even us. We have found out more now. Certainly no one is to blame. None of us

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- University of Dayton
- University of Denver
- University of Florida
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- University of Iowa
- University of Kansas
- University of Kentucky
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- University of Minnesota
- University of Missouri–Columbia
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- University of North Carolina at Charlotte
- University of North Carolina at Chapel Hill
- University of North Carolina at Greensboro
- University of North Texas
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Contributing to the *Review*

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Deadlines: April 1, August 1, December 15

have to be therapists or psychiatrists or even necessarily equipped to deal with some of the issues facing marginalized individuals. But we are ALL capable of doing dignity. I know the personal and professional agency I have experienced because of it.

I believe in saying thank you, I appreciate your support, I appreciate your help. I'm also sure at some point I might have said "Help! I don't know what I am doing!" If I have ever, ever said those words to you; called you on the phone, showed up at your house, fussed or cussed about something to you; you know who you are. You know what you've done. You know what you mean to me. And *you know* that *I know* who you've been FOR me. I love you and wholeheartedly thank you.

I have had some of the most fun and challenging times on the Executive Committee, and the growth I have gained from all of you has been tremendous. I have a name for UCEA Executive Director Michelle Young. It is the BEAST. I am not sure most of you understand what she does for this organization. Michelle, I have learned from you. It is one thing to be a steward of the organization's operations. It is quite another to be a steward and a mediator of everyone's values and do it with some grace intact. I call Pam Tucker the Secretary of State. I have begun to call her the consigliere because she might be giving some orders to kill some people. (By the way, I do an excellent impression of Pam when she is embarrassed at Executive Committee shenanigans.) Lastly, everybody in this room bow down to the Team at UCEA Headquarters. You don't even know. Be kind to them and grateful and so they are able to do what they do with dignity. Or Pam Tucker will give the order.

My sweet, hunk husband, Bruce, is here. Please stand. Now you all get to see the guy I talk about all the time and who is good at EVERYTHING. Seriously, it's just wrong. He reads a manual and fixes our car. He takes up piano and in 2 months is playing like he's played his whole life. I follow a recipe and things are *okay*. He "cooks with a feeling" and it's gourmet. He's been to Olympic training camp for archery. I love you, Bruce.

Let me recognize the Convention Committee: President-Elect Mónica Byrne-Jiménez, Hollie Mackey, Cheryl Ward, and Irene Yoon. I know what it is to plan a convention. Most excellent job.

I ask that you indulge me while I tell a few stories that might center on kids, organizations, our colleagues, my family, or other things. But please know that all of these stories have their grounding in dignity work.

As UCEA President, you think about your speech for a while. Malu Gonzalez said to tell my story. Andrea Rorrer said to speak about something I am passionate about. Mónica said to decide how much of me I want to reveal. Cindy Reed said to talk about my work. In some ways I will do a bit of all these.



Last year, I think Mark Gooden did such a service to UCEA by reminding us of the history of UCEA and ways we have evidenced the efforts of equity. However, this year I want to engage the inquiry process UCEA governance has initiated and have you consider the value and

promise of UCEA. I want you also to consider your role in the continuing evolution of the organization. With this speech, I aim to accomplish four goals:

1. Explain *dignity disparity* (Witherspoon Arnold, 2015).
2. Discuss the intersectionality of meaningful risk and courageous movement.
3. Describe what we can learn from the Movement Generation.
4. Finally, discuss placing dignity at the core of our work.

How many of you freaked out the first time you heard your mother's voice come out of my mouth? My Mama is a woman who embarrassed me and my siblings more times than I can count because she does not care who you are. She will get in your face. You will not mistreat people around her. It's hilarious, because she is about 5 feet tall and 100 pounds. She has been known to say bad words and even hit people. (That is another story.) She has also been known to take food out of her freezer to give to people in our neighborhood.

My mom has a rare heart condition and had her first heart attack back in 2007. Of course, they called the ambulance and had a choice of taking her to one of two different hospitals. On our side of town, there is one hospital they take you to when you don't have insurance and one they take you to when you do. They took my mother to the one for insured patients because it was closer. However, in a rush, my brother failed to grab my mother's purse with her insurance card denoting her excellent military insurance. She was assigned a doctor who stabilized her, and she was admitted to intensive care. When my siblings and I arrived, we attempted to ask questions. I even had a notebook to write down things. The doctor was one of the most disrespectful people I think I have ever met. I told him to leave and that I needed to see someone in charge and we wanted another doctor. When the new doctor arrived, she looked at the chart and got a weird look on her face and said, "I wonder why they assigned this doctor. He is usually assigned to patients who do not have insurance." Now let's unpack this. My mother came in the middle of the night as a Black woman, with no purse, with just my brother. An assumption was made. At that time, she went from being the loudest mouth in the room to the one most vulnerable and silenced.

I tell you this story because these things happened the first semester as an assistant professor at LSU in 2007. Prior to that time, I had been consulting with school districts in Alabama and Louisiana. I won't go into a ton of detail, but my work took a sharp turn basically towards community disparity. I began to think about my mother's experience and how various disparities or even the appearance of them have real, material realities for the disenfranchised. My mother's experience was a lesson in dignity or refusal to give it to her, even in the moment in which she was the most fragile and when she required dignity and care most of all. I want to recognize Decoteau Irby's (2015) work on dignity and how it has inspired me to think of my work differently. Since that time, I have come to realize that it is not just community disparities we are facing, but also what I call dignity disparities.

So I have been wondering, how are educators dealing with dignity disparity, and how do they integrate services, engage in transcultural advocacy, support curriculum interventions, and create a school culture that supports community dignity (Witherspoon Arnold, 2015)? I want to recognize Decoteau Irby's work on dignity

and how it has inspired me to think of my work differently. I also think Irby and his colleagues' work provides a helpful springboard to think about dignity frames for educators, and I will discuss that later in this speech. Before I do that, I want to show you a quick video of how community dignity and education can work. The video highlights The Woodlawn Foundation (<https://vimeo.com/94564763>). The foundation's website describes the organization as "the lead organization or community quarterback of Woodlawn United—a comprehensive collaboration of partners committed to breaking the cycle of poverty in the Woodlawn community in Birmingham, Alabama."

The foundation and their work is so personal for me. I grew up in Woodlawn. I went to Oliver Elementary School and Woodlawn High School. I am vested in what they have been doing because of course that community means a lot to me. When my mother was growing up, Woodlawn High School was considered the middle-class, White school. She could not attend school there. The school was a few blocks from her house, and she had to pass by Woodlawn to attend Hayes High School, the "Black high school." Fast forward a bit, my mom's younger siblings went to Woodlawn and there was active recruitment of Black athletes. My first cousin, the daughter of my aunt I am named after, was one of the first Black cheerleaders at Woodlawn. Fast forward a bit more. White families had moved on. Businesses left the community. And there were troubling statistics in the school and the community.

Sally Mackin, the director of The Woodlawn Foundation, will tell you it has not been an easy road. When I emailed her a year ago, here is how I characterized what they did: (a) appreciating what was great about the community and schools, (b) valuing the dignities and destinies of individuals rather than counting all the risks, and (c) prioritizing the re/visioning and restoring over remaining where they were.

This is similar to what UCEA has been engaged in for the last few years with assistance from Megan Tschannen-Moran. The Executive Committee has asked all of you to participate in appreciative inquiry (AI). In essence, the AI process asked four questions:

- Initiate: What is the focus?
- Inquire: What gives life?
- Imagine: What might be?
- Innovate: What will be?

The vehicle for doing AI has largely been through the wonderful PSRs who give their time to serve in governance for UCEA. If you are a PSR or have been one, thank you for all you do. It is tough to get all those emails, I know, and to make yourself available in some many other ways. Let's give the PSRs a hand. If you don't know about this process, I encourage you to ask your current or former PSR about this process.

The AI process began by thinking deeply about UCEA's mission: how we advocate and effect change for underrepresented groups, the significance of participation in UCEA, and how UCEA can continue to evolve to positively impact educational leadership and policy. Some themes came from that process. Now we are at the stage of Provocative Propositions. And even though the idea of provocative propositions sounds sexy, it requires that we take some risks.

Meaningful Risk and Courageous Movement

Helen Keller once wrote something that I think makes me understand my Mama a little more. She wrote, “Character can’t be developed in ease and quiet.” Don’t get me wrong, I personally like ease and quiet. I am an introvert who masquerades as an extrovert. However, my Mama is not quiet. I got the idea of meaningful risk and courageous movement from my Mama.

Frank Farley is a psychologist at Temple University who spent much of his career studying what he labeled the Type T thrill-seeking personality. The Type T personality is the kind of person who loves taking risks, who seeks stimulation, excitement, and thrills in life. There are simply some people who are natural risk takers. But overall, I think we have become a risk-averse society. I admit that I am one of those people who travels on planes with Wet Wipes and wipes down armrests and tray tables. It makes me feel like I am not being as risky. I have chronic migraines, and I am on preventative medicine. I’ve taken this medication for a while now, but I read over all the paperwork the pharmacist gives out EVERY SINGLE TIME. It says the SAME THING. I don’t know about you, but I want to make sure I didn’t forget something the *last* time that could kill me *this* time. However, can we really arrange ourselves in such a way that we avoid all risks?

How many of you have ever used a vending machine? Raise your hands.



How many of you take baths?



I bet right now you are saying, “Dang, I might as well not get out of bed.” Well, I’ve got bad news for you.



So things like baths and beds are necessary risks. However, what about those risks that are not necessarily necessary?

Some risks we take, we make the conscious choice to do. How many of you ski? How many of you swim? How many of you go to the zoo? Sorry, but...



My point is that these are risks you are *intentional* about taking. You choose them. However, being a Type T personality does not necessarily equal taking meaningful risk. What if you don’t have a Type T personality? You are still not allowed to be a benchwarmer. Yet, how does one or an organization become meaningfully risky? What does that even mean?

Mona Lilja (2002, 2005) revealed that many of our “strategies” and initiatives that we think are risk and resistance are more “accidental” risk, resistance byproducts, or unintended spin-off effects that we like to constitute as movement. Many times, these strategies are mere adjustments. Lilja said that there must be deep paradigmatic revisioning for these strategies to become meaningful. Melucci (1996) said, “Any collective action involves the calculation of advantages and risks, and is geared towards meaningful goals” (p. 368). So meaningful risk isn’t always about formal or even informal protests or forms of movement. But movement occurs when we are intentional. In doing so, the first thing I think we do is rethink words and language of the organization that say to a watching world that we are risk averse. Does the language of our bylaws or policies or and even our conventions let others know that we are willing to “color outside the lines?” Likewise, do these our languages indicate that EVERYBODY assume leadership on margin issues? Movement and risk have to come from many places, but does our language signal that this courage only comes from those who are the most vulnerable in the first place?

At one time in UCEA’s history, I am sure some saw risk here. This slide shows some of our “Famous Firsts” in UCEA.

- First LBTQUI President
- First Black President
- First Latino Male President
- First Female President
- First Latina President
- Jackson Scholars
- First Female Executive Director of UCEA

These all are dynamic and courageous folks. However, they are a part of some of the most vulnerable demographic groups. However, do we place the expectation that risk only comes from those of us who are already sometimes exposed and unprotected?

Let's discuss exposed and unprotected. As Latish Reed mentioned in her introduction, I spent most of last year advocating for several scholars in our field who did not receive tenure and promotion. I want to say two things about this.

1. I believe there is an increased criticism of the field of educational leadership. You may not agree with me. However, I hear too many stories of the work we do in the field measured by metrics that have nothing to do with the social sciences and value-laden teaching assessments that do not estimate the social justice and dignity work I think we must do in our field. As an organization, I believe we *must* push back on this valuation of our work and demand our rightful and earned place as serious scholars.

2. Our junior scholars are struggling. Scholars of all groups are struggling to receive tenure and promotion, and scholars from marginalized groups are struggling even more so. I think as a collective of world-class scholars in educational leadership and policy, the work is to protect the dignity of the field but also forestall the dignity disparity of our scholars and signal that these things will not happen on our watch. These things will not happen to our people. While many of us certainly care, I have to believe there are others who are willing to transfer that care and empathy into action on behalf of our field's people.

So what do we do?

1. Normalize risk.
2. Replace words that have become ambiguous. I believe in *social justice* as much as the next person. But has this term become inchoate? Is it time for new words that signal the new circumstances our world and field of education are facing now—words like *human rights*, *racial justice*, *dignity*, *poverty prevention*?
3. Assert that there is dignity in difference.
4. Engage in civil discourse courageously.

Those "Famous Firsts" highlight some important steps in UCEA's journey to normalizing risk and recognizing dignity in difference. UCEA also certainly has had conventions and meetings that have engaged us in courageous conversations. However, what risks have we yet to take? What new actions do we need to begin?

The Millennial/Movement Generation

The Black millennial generation was dubbed the Movement Generation in an August 28, 2014 article in *The Nation* (Smith, 2014). A week before on Twitter, writer and filmmaker Dream Hampton (August 20, 2014) called all Millennials the Movement Generation. Hampton would know. She is also the 2015 Visiting Artist at Stanford University's Institute for Diversity in the Arts, where she teaches *From Moments to Movements*, a course on 21st century activism, new media, and new narratives.

By now many of you have seen the events from my former university, the University of Missouri. I ask right now that you put aside your personal opinion on what is happening. First, let me say there are many people there I love, including faculty and students, and my heart has always been with them and continues to be. I want to recognize the folks I worked with in the ELPA department. I was privileged to work with critical and compassionate folks whose work was congruent with their lives. I have now been at The Ohio State University for 4 months, 22 days, and

37 seconds. (Don't be impressed. I am SO not that accurate.) I am lucky once again to work in a place where the desire to take care of students has been evident.

Let me just say to the Mizzou students. *I see you. I see you.* And to others who are in similar spaces, *I see you too.* I remain in contact with students and faculty who have been involved with the movement at Mizzou and asked their permission to mention these happenings today. There is no desire to co-opt their stories. But I do feel a sense of ownership because I spent my 5 years there recruiting scholars of color; fighting to create space for women and faculty of color; and quite frankly advocating for equitable, antiracist policy. Make no mistake, these issues we are seeing are not peculiar to Mizzou or any one university or organization. The work has to be done and has to continue everywhere.

The Pew Research Center described Millennials as "America's most racially diverse generation." In a recent report, *Black Millennials in America: Documenting the Experiences, Voices and Political Future of Young Black Americans*, Rogowski and Cohen (2015) indicated, "The issues raised by activist groups such as #BlackLivesMatter did not *spontaneously emerge* in response to the shooting deaths of Trayvon Martin and Michael Brown, but rather reflected widespread experiences and beliefs among young people of color." Moreover, the entire Millennial generation has been dubbed the Movement Generation. Is it any wonder they have been named such when trauma after trauma, indignity after indignity have defined the late adolescence and early adulthood of their generation?

I asked some graduate students from the University of Missouri and UCEA to comment on dignity and risk. Here is what some of them had to say:

To be a person pushed into the margins of society, every single move you make is one of calculated risk. ... The reason we take the risk, the reason we continue on in the movement towards justice and equity as defined and constructed by those who are marginalized and minoritized within our society—for the love of those gone, for the love of ourselves, and for the love of the future ... continuing on in a legacy of dignity in the face of the worst of situations.

Our dignity is our ability to look into each other's eyes and the eyes of the little ones and tell them that we uplifted our voices to the highest of heights and banded together to change our current realities. Our movement builds and transforms, one risk at a time.

Movements are young people's inheritance in America. Young people at the Margins, and young people who do not accept the marginalization of their friends, are confronting old ideals and systems designed to push groups of people to the edges of American society.

We will risk our education, our reputation, our quiet—to Move.

We know our voice, and fortunately, for the sake of the colleagues who think we won't make a difference, and the future generations whose success and dignity depend on us doing just that, we are *Just. Getting. Started.*

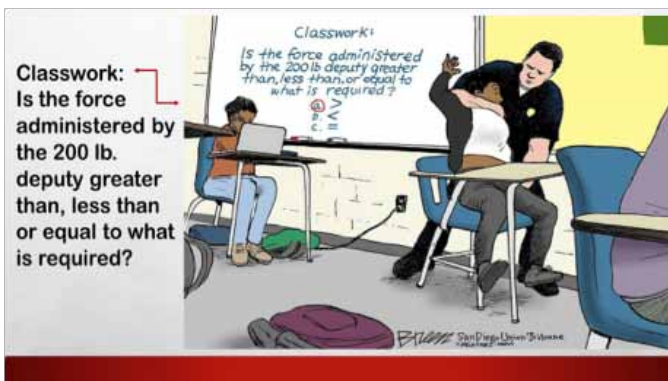
It is heartening that this generation is working to reappropriate aggression to agency, margin into movement, routines into

risk, and discrimination into dignity. I was contacted recently to offer my thoughts on the issues at MU and campus climate at colleges and universities overall for students of color. These are my thoughts alone, and I don't claim to speak for anyone else. However, here is what I said:

- Ask before allying. Ask, "What do you need?" before deciding what needs to happen. Anna Post once said we have a way of "opting into others' environments" when we are really there to listen.
- Diversity is nothing without antioppressive policy. Policy outlasts platitudes.
- Do not conflate issues. There is no doubt that injustice anywhere is a threat to justice everywhere. However, take care not to conflate issues. It's okay to let race issues just be about race, gender issues just be about gender, and so on without neutering another's story by equating it with your own.
- Lastly, be honest about your intentions. Do not use a legitimate and very real issue as an opportunity to advance your own agendas. If you have a demand that has nothing to do with the issue at hand, do not capitalize on that crisis. Before you opt into others' environments, ask yourself a simple question: What is your objective?

Dignity

Those living in what I call *communities without dignity* grow up and learn in spaces and places where they experience multiple assaults to their sense of dignity. Their living and learning emerge from their experiences in indisposed spaces in which schools are located, and the dynamics of the schools and classrooms themselves.



Former Secretary of Education Arnie Duncan (2015) recently said this in response to South Carolina school officer Ben Fields flipping a female student backwards from her desk and throwing her across the room: "If we want to maintain the trust of parents and communities in our schools, we must start by treating our children with respect and human dignity."

Duncan's quote is prevalent now more than ever. Here is the sad part. There are TOO. MANY. EXAMPLES. I have already discussed so many indignities in which the body becomes sites where indignities are visited. In which we create and maintain undignified communities. It is not enough to respond with righteous anger but also with empathy as a political act that fuels agency and activism, as the convention co-chairs indicated in the Call for Proposals.

Others have had a few things to tell us about empathy: Author Barbara Kingsolver (2002) said in an interview,

I believe the creation of empathy is a political act. The ability to understand and really feel for people who are different from ourselves—that's a world-changing event. It's the antidote to bigotry and spiritual meanness, and all the terrible things those deficiencies lead us into.

Egyptian author Ahdaf Soueif (2012) wrote, "Putting yourself in another's shoes itself is a political act. Empathy is at the heart of revolutionary action."

I have been reading the volume by Julia Hall (2014) entitled, *Underprivileged School Children and the Assault on Dignity*. The book posits that educational renewal and human dignity will get us beyond the blockages and contradictions, the sticking points of indignity. When we do that we can have broad-based movement that does not separate what we think we might be doing morally right with education from what needs to be done morally in public life. Even with all that is asked of us, it is not outside of our commitments or the expectations of our society that we wage war against indignity.



Felix Guattari (1984) coined the term *molecular revolution* to describe various local movements and actions. The author likened each movement to a molecule linked in a network and of other molecules to produce a whole greater than the sum of its parts. But these social movements, critiques, and resistance don't change things themselves. They must have policy initiatives in which silencing, limitations, despair, and lack of dignity are no longer "normal" parts of life.

Our normal way of viewing educational leadership standards has gone from normal to dignified. This is definitely seen in Michelle Young's work on the Professional Standards for Educational Leaders. Here are the standards. Notice the standards listed first.

- Standard 1. Mission, Vision, and Core Values**
- Standard 2. Ethics and Professional Norms**
- Standard 3. Equity and Cultural Responsiveness**
- Standard 4. Curriculum, Instruction, and Assessment
- Standard 5. Community of Care and Support of Students
- Standard 6. Professional Capacity of School Personnel
- Standard 7. Professional Community for Teachers and Staff
- Standard 8. Meaningful Engagement of Families and Community
- Standard 9. Operations and Management
- Standard 10. School Improvement

This is what I mean. By placing core values, ethics, and equity first, we say to a watching world that we are not risk averse. This tells a watching world what matters to our field. It says, “We know what counts most.” Many UCEA faculty also signed a letter reiterating the importance of these values being front and center. This enabled Michelle Young and others to say, the field has spoken. We are going to do dignity first.

Conclusion: Dignity Work

As I mentioned earlier, I grew up in Birmingham, Alabama. It is tough to find an area in what is old Birmingham where the Civil Rights Movement did not leave its mark. Kelly Ingram Park is just outside across the street the historic Sixteenth Street Baptist Church. Kelly Ingram Park was a central staging ground for demonstrations during the Civil Rights Movement. It was also where Bull Connor ordered police dogs on children and high school students during the Children’s March. The park holds statues of civil rights greats such as Martin Luther King, Jr. and Fred Shuttlesworth. The park also has other sculptures such as the one of three pastors kneeling in prayer. The Birmingham Civil Rights Institute adjoins the park. The park is a considered a monument of its own and tourist site. In addition, there are often family festivals and cultural events in the park.

When I was younger I didn’t like going to the park. The sculptures scared me, and the park felt sort of like a cemetery. I couldn’t understand why anyone wanted to go there. I see things differently now. I now see the park as a little patch of green dignity. The park stands as a refusal to forget the least of these and offers dignity in memoriam that many individuals remembered there were denied in life. The homeless hang out and sleep in Kelly Ingram Park, and no police or citizens disturb them. I like to think that those without a home also watch over the park and make sure no one disturbs it. In turn, the park and the homeless give each other a home and grant dignity to each other.

This September 2015 marked the 52nd anniversary of the Sixteenth Street Church bombing that killed Addie Mae Collins, Cynthia Wesley, Carole Robertson, and Carol Denise McNair. There is a sculpture in the park that commemorates them, and it is now one of my favorite sculptures in the park. It is called the Four Spirits.



The sculpture was created by Birmingham native Elizabeth McQueen. The girls are depicted with one releasing six doves into

the air (to represent the girls and two other boys shot later that same day); one kneeling upon a bench, tying a dress sash to another; one sitting with a Bible in her lap; and one standing and smiling as she motions to the others to pay attention to a church sermon. At the base of the sculpture is an inscription of the name of the sermon the four girls planned to attend prior to the bombing, poignantly titled “A Love that Forgives.” There are also photographs and biographies of the four girls, the most seriously injured survivor Sarah Collins, and the two teenage boys, Virgil Ware and Johnny Robinson, shot to death later that day.

Although this is a reminder of a horror that happened before I was born, current events have shown us that this planet is still full of indignities that have material and even fatal consequences for other. But I also see the Four Spirits as a reminder never to forget our responsibility for dignity work and as an effort to clothe these girls in dignity that they were denied that day in death.

Decoteau Irby (2015) described dignity work as “a body or research, policy, and practice that centers on dignity as its guiding principle and as an indicator of success” (p. 6). The underlying theory is that change and improvement are produced by treating others as human beings, no matter their state, condition, or behavior. How do we treat others as human beings? Irby said there must be “intentional efforts to understand and eliminate all subjective experiences and conditions of oppression, humiliation, and degradation” (p. 7). Irby reminds us that although inherent dignity is inviolable and cannot be stripped, a person’s sense of dignity can. We must address dehumanizing at personal, systemic, and institutional levels. Dignity is not decided. Dignity is inherent. And we often act as though dignity is something we donate or deign to deliver.

The Dignity in Schools Campaign (2013) published a revised *Model Code on Education and Dignity*. While their work was specifically in response to zero-tolerance policies in schools, I think their principles have some important implications for us as well. The Model Code is organized into five major parts that include a commitment to (a) Education, (b) Participation, (c) Dignity, (d) Freedom From Discrimination, and (e) Monitoring and Accountability. For us in UCEA this might mean *educating* around marginalizing issues, *participating* through investment dealing with tough issues and not just expecting other groups to do it, incorporating *dignity* as an explicit value and goal, creating *antidiscriminatory* policy and practice, and *monitoring* our progress on these issues and holding one another and the organization *accountable* when we fail to do so. UCEA can learn much from Irby and his colleagues’ dignity framework in our revisioning process but also as a way to examine how our policies and initiatives are dignity oriented. UCEA is indeed a consortium focused on leadership preparation, policy, research, and practice. However, I think we forget that we have an even loftier purpose. UCEA is also a nonprofit organization, and Gail Sessoms (2015) said that nonprofits are centered on a “humane and noble purpose.”

Before I end, I would like to offer some further recognition of those who are important in the dignity processes of UCEA. First, I know there was a small group of individuals who came together and conceptualized the Jackson Scholars program. I am fully convinced that this is a big part of any perceived success I have had and indeed was the making of meaningful movement

in UCEA. I personally thank you. Please stand so I and others in this room may recognize you. I most sincerely thank you. You are why I work so hard, take on a million Jackson Scholars and too many dissertation advisees. I know the importance of paying it forward with a vengeance and until it hurts. Thank you to all the Jackson Scholar Mentors. Bruce Barnett, if you are in the audience, let me acknowledge that you were a great Jackson Scholar Mentor. To all the Jackson Scholar Mentors: You are so important to this process. When you are exhausted from all you do and can't read another dissertation or return another email or phone call, do it just one more time for your Jackson Scholar. Certainly all graduate students are important and deserve our attention. However, I am grateful that the Jackson Scholars Network continues to recognize mentoring those in the margins.

My immediate thought in response to the convention theme brought me to another term that is not necessarily an explicit part of the theme but certainly captures its spirit and is one I would like us to consider. The term is *transpersonal*. "The transpersonal is a term used by philosophy, anthropology, psychiatry, and psychology in order to describe experiences, worldviews, social dimensions, ecologies and culture that extend beyond one's own personal level of consciousness" (Walsh & Vaughn, 1993). It has been defined as experiences "in which the sense of identity or self extends beyond (trans) the personal to encompass the wider humankind, life, psyche or cosmos" (Walsh & Vaughn, 1993, p. 203). That is what I have thought about in thinking of Paris or the bombing in Nigeria just this week. The second thing is that transnational concerns are not simply the concerns of people *over there*. When we shift our focus and see leadership and education as pillars of dignity that impact the world's children regardless of any one nation or state, it forces us to cultivate diverse strategies for who we partner with and to create methods of understanding among different groups. What are UCEA's strategies we have yet to find? Whom might we need to partner with? Who and how do we include? What are our methods of understanding?

I realize that "without a common framework for understanding or defining dignity, it is difficult to determine what threatens dignity and, conversely, how to honor commitments to protect and promote it" (Henry, Rushton, Beach, & Faden, 2015, p. 6A). However, it is apparent that respect and dignity are not just feelings. They involve action. We have to DO dignity. It is all our responsibility to make bearable, but strive towards ameliorating, the indignities of everyday life. In this sense, it is my hope that we all turn into my Mama. I hope like her, we INVOKE, INTERFERE, and INTERVENE where and when there is a lack of dignity.

Thank you.

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Invited responses to Noelle Witherspoon Arnold's 2015 Presidential Address will appear in the Summer issue of the *UCEA Review*.

From the Director: Implications for Leadership Preparation of the New Every Student Succeeds Act

Michelle D. Young
UCEA Executive Director



In November 2014, close to 200 UCEA members and convention attendees participated in a day-long “Day on the Hill” activity in Washington, DC. The focus of the visits included the reauthorization of the Elementary and Secondary Education Act (ESEA) and improving the quality of programs that prepare leaders. It is now January 2016 and

ESEA reauthorization has come to fruition. On December 10, 2015, President Obama signed the new ESEA, the Every Student Succeeds Act (ESSA) into law. Of equal importance, this new law includes provisions that speak directly to the preparation of educational leaders and other educators as well. Below is an overview of those elements of the new legislation that speak directly to preparation.

Title II: Preparing, Training and Recruiting High-Quality Teachers, Principals, or Other School Leaders

Although the majority of educator preparation language remains in the federal Higher Education Act, Title II of ESSA focuses on state grants. It addresses how funding and competitive grants can be used to develop, improve, and expand preparation for principals, teachers, and school leaders. ESEA's Title II currently receives less than \$3 billion annually and distributed nationally. ESSA authorizes the same funding amount for Title II for the duration of the bill (i.e., Fiscal Years 2017 to 2020). The majority of this funding is allocated in Part A of Title II, which is reviewed below.

In the following two sections, I provide an overview of the elements of Part A and B of ESSA Title II, which have implications for preparation. Part A is focused on state grants, whereas Part B contains national activities.

Title II, Part A: Supporting Effective Instruction

The new ESSA continues formula grants to states as in the ESEA. In the past, approximately 80% of Title II funding was used for professional development and class-size reduction. Under ESSA, states can choose from 21 different activities that are allowed with the grant funding. States also can allocate subgrants to local education agencies (LEAs). LEAs have 16 allowable activities, but none include preparation. The following state activities include preparation:

1. **Reforming preparation program standards and approval processes.** The law suggests reforms would include educators having necessary subject-matter knowledge and

skills, which are measured as determined by the state, with certification or licensing requirements aligned with state academic standards.

2. **Alternative routes.** Programs establish, expand, or improve alternative routes for state certification of educators.
3. **Residency programs.** The law authorizes residency programs to reform or improve educator preparation. Title II defines these programs as school-based preparation programs that allow a prospective educator to practice alongside an effective educator. The language is clearer concerning teacher residency programs, indicating that a resident would practice alongside a effective teacher, who is the teacher of record, for not less than one academic year. The prospective educator engaged in a residency program also would need to attend courses taught by the LEA or faculty of a preparation program while practicing in the content area. Together these activities would lead to certification or license. The state or LEA determines what counts as effective.
4. **Preparation academies.** A new, allowable use of state funds permits a public or other nonprofit entity, such as an institution of higher education or an organization affiliated with an institution of higher education, to establish an academy to prepare teachers, principals, or other school leaders. The law caps the amount of Title II funding that can be used on academies at 2%. To accommodate this new use of state funds, academies must be made allowable under state law, and other state laws will need to be amended accordingly (e.g., allowing academies to be eligible for student financial aid). The prospective educator who attends an academy must serve in high-need schools and receive a significant part of training through clinical preparation.

The academy is described as having to produce effective educators who will demonstrate success by increasing student academic achievement. Importantly, the academy will be able to operate with a different set of requirements than higher education preparation programs, such as requirements that faculty hold advanced degrees. After the candidate demonstrates a record of increased student achievement, the academy will award the candidate a certificate of completion (or degree, if the academy is located within or affiliated with an institution of higher education). The certificate may be recognized as the equivalent of a master's degree for the purposes of hiring, retention, compensation, and promotion.

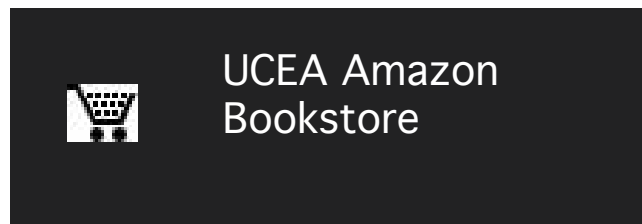
Title II, Part B: National Activities

1. **Subpart 1: Teacher and School Leader Incentive Program.** Under ESEA, the Teacher Incentive Fund focused only on

performance-based compensation systems. ESSA includes “human capital management systems” for educators as part of this competitive grant. An LEA would use a human capital management system to make personnel decisions including preparation.

2. Subpart 4: Programs of National Significance. Section 2242, the Supporting Effective Educator Development (SEED) Grant program, receives the majority of reserved funding under Subpart 4. This 3-year competitive grant is continued from previous ESEA reauthorizations and is currently funded in Fiscal Year 2015 at \$54 million. The Secretary of Education is authorized to award grants to national nonprofit organizations, institutions of higher education, or the Bureau of Indian Education (or a consortium of such entities) to improve the preparation and professional development of principals, teachers, and other school leaders by implementing evidence-based activities.

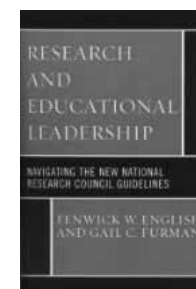
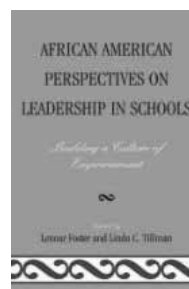
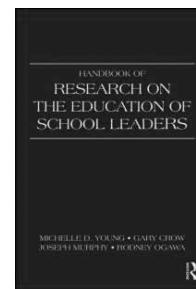
Many organizations and educator preparation experts have raised concerns about the new ESSA provisions that expand alternatives to higher education preparation, while also failing to hold those alternative routes to the same standards as higher education programs. UCEA Associate Directors for Policy Ed Fuller and Sheneka Williams will be providing further information about and analyses of ESSA over the next few months, including online conversations with policy experts and policy briefs. For those of you attending AERA in the spring, UCEA encourages you to make an appointment with leaders from your state to discuss your research and the implications of the new ESSA legislation for quality leadership preparation in your state. In the meantime, you can access the new bill at www.ed.gov/essa.



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**2016 UCEA Convention Theme:
Revitalizing Education in
Complex Contexts: Re-envisioning
Leadership, Refreshing Practice,
Redefining Student Success**

The 30th annual UCEA Convention will be held November 17-20, 2016 at the Detroit Marriott Renaissance Center in Detroit, Michigan. The 2016 UCEA Convention theme, Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success draws attention to the complex contexts (communities, political environments, and policy contexts) in which we research, lead, and practice in the field.

**See p. 37
for Call for Proposals**

www.UCEA.org

Innovative Programs: Graduates With a Guarantee: The Danforth Program at the University of Washington

Kristin Huggins
Washington State University

After almost a quarter century of effectively preparing school leaders, the Danforth Program faculty at the University of Washington questioned whether they were preparing leaders for today's schools who could "deliver on the promise of equity" upon graduation. This questioning led them to seek outside perspectives on how they might redesign their program to develop a performance guarantee for their graduates to meet the demands for leadership in 21st century schools.

Program Redesign Process

In October 2012, the University of Washington College of Education and the Puget Sound Educational Service District co-sponsored a convening of 30 area superintendents, principals, university faculty, and national thought leaders to identify the core competencies principals must know and be able to do in order to meet the educational needs of each student. Through an affinity process to look for patterns in the data collected during the convening, six core competencies were selected: (a) shaping culture and leading change; (b) building instructional capacity; (c) marshaling resources and improving systems; (d) advocating with students, families, and communities; (e) driving improvement with data; and (f) committing to ethical practice. Once identified, each core competency was given to a table group during the convening for participants to construct initial definitions and exit-level performance measures.

Furthering the work during the initial convening, 17 school, district, and University of Washington leaders met in January 2013 to develop exit criteria, performance measures, and aligned curriculum for the identified competency that was going to have the first performance guarantee, building instructional capacity. The focus of the meeting was on the specific knowledge and skills that would need to be exhibited by Danforth graduates in the areas identified through research as part of building instructional capacity. A Curriculum Council, comprised of area school and district leaders, University of Washington faculty, and community members, was then created to meet in March and May 2013 to finish drafting the exit criteria for each of the competencies.

From these meetings a curriculum document with columns was created to describe the continuum of the work. The first three columns were the foundation of the Danforth Program: (a) the knowledge students should obtain through coursework, (b) the specific application of coursework knowledge through artifacts, and (c) the demonstration of knowledge and application in practice through the internship experience. A fourth column for candidates was developed to stretch students to demonstrate cultivating leadership in others.

During the summer, university faculty worked with practitioners to align powerful learning experiences with the developed competency exit criteria and curriculum. Beginning with the 2013-2014 cohort, a performance guarantee was given for program grad-

uates for the building instructional leadership competency. For the 2014-2015 cohort, a performance guarantee was given for program graduates for both the building instructional leadership and driving improvement with data competencies. Each subsequent year, an additional competency will be added to the program graduate performance guarantee. Ongoing work occurs to ensure alignment of coursework to internship learning experiences with exit performance measures to assess that students are being provided the opportunities to demonstrate their knowledge and skills in order to guarantee their performance.

Program Features

Prospective students for the Danforth Program submit their materials for application in February. Current students, university faculty, and school district personnel work together to screen application materials and serve on interview committees. In addition, prospective students conduct a learning observation. The learning observation requires them to view a recorded lesson; document what they observe in the lesson; describe a conversation they might have with the teacher who taught the lesson; and determine what professional development, if any, would be recommended. A Danforth Program rubric is used to assess the prospective students' learning observation. The results are used along with application materials and interviews to determine admissions. Each year, 25 to 30 candidates are chosen to be a part of the Danforth Program.

Once admitted, candidates meet with the director of the program in early spring and discuss internship options, since the program is a 1-year intensive, competency-based principal or program administrator certification program. Thus, candidates are in coursework while being in an internship. In April, candidates attend an orientation with current Danforth Program participants. Coursework begins in July with a 4-day residential retreat on the University of Washington campus. During the program, classes are provided based upon a quarter system with classes in fall, winter, and spring. Students attend classes for 6 hours each Thursday afternoon and early evening as well as for 8 hours one Saturday a month.

Courses are provided in face-to-face learning strands and supporting modules, focusing on the six core competencies. Unlike typical university coursework, the six learning strands and associated modules extend across quarters, with some learning strands and modules beginning in summer and fall and others beginning in winter. Each learning-strand instructor meets with the students at least monthly. However, some learning-strand instructors meet with students more frequently, depending upon the focus and the time required to allow students to develop the knowledge and skills necessary to meet the exit criteria of the program. For example, the building instructional capacity strand has over 80 instructor contact hours, which is more contact time than the other strands.

Candidates complete internship requirements under the supervision of a school principal or a district administrator. While Washington State only requires principal or program administrator programs to have 540 internship hours for their candidates to receive certification, the Danforth Program candidates complete a 1,000-hour internship. Similar to coursework, the internship requirements are aligned with the six competencies and time allocated to the performance measures and exit criteria required. For example, candidates spend 400 hours of their 1,000-hour internship focused on the building instructional capacity strand. In addition to students' on-site mentor, the Danforth Program provides a University of Washington advocate who meets with the students and their mentors at least three times a year. The advocate assists with development of an internship plan and meets with the

candidate monthly concerning the candidate's progress on that plan.

The Danforth Program ensures its graduates can perform in specific competency areas after graduation. In conjunction with the Center for Educational Leadership at the University of Washington, the Danforth Program will offer consultancy experiences, additional coursework and side-by-side coaching to any graduate whose district reports the need for additional support in the competency areas guaranteed. The additional support is based upon individual need and comes at no cost to the graduate or the district.

For more information concerning the Danforth Program at the University of Washington, please contact Program Director Ann O'Doherty at annodoh@uw.edu.

<http://www.danforth.uw.edu/>



UCEA Welcomes New Associate Member East Carolina University

East Carolina University's College of Education has six departments offering 11 undergraduate and 23 graduate degrees. The Department of Educational Leadership (<http://www.ecu.edu/cs-educ/leed>) accounts for a majority of the college's graduates, including the only doctoral program in the college. The faculty consists of 13 full-time tenure-track and six full-time teaching professors. The entire K-12 leadership faculty has public school teaching and administrative experience. The department has three degree programs.

The **Master of School Administration (MSA)** program has a service leadership emphasis. The Service Leadership Project provides students with opportunities to work with principals on needs assessment, data collection, analysis, action plan implementation, and evaluation. The MSA has cohorts on and off campus affording educators from rural parts of eastern North Carolina opportunities for graduate education.

www.ecu.edu/cs-educ/leed/MSA.cfm

The **Educational Specialist (EdS)** degree in educational administration and supervision is designed to prepare individuals

for senior-level leadership positions in education such as personnel administrator, curriculum supervisor, and directors of special program areas. The EdS is offered 100% online.

www.ecu.edu/cs-educ/leed/EdS.cfm

The **Doctorate in Educational Leadership (EdD)** was redesigned using the principles of the Carnegie Project on the Educational Doctorate. East Carolina University offers a 3-year (coursework and dissertation) EdD on and off campus. Multiple cohorts serve rural eastern NC, and in June 2016 the College of Education will launch a new hybrid EdD. This EdD will serve international educators in Southeast Asia. The degree will correspond with the North Carolina cohorts, allowing students to take summer courses in Bangkok, Thailand.

EdD: www.ecu.edu/cs-educ/leed/EdD.cfm

SE Asia: www.ecu.edu/cs-educ/leed/IntEdD/index.cfm

East Carolina University is pleased and proud to become an affiliate member of UCEA. "Tomorrow Starts Here."



Providing Feedback and Fear: Teacher Evaluation in an Age of Accountability

W. Kyle Ingle
University of Louisville

Employee performance appraisal processes are generally recognized as fundamental to the effectiveness and efficiency of school districts (Young, 2008). Research suggests that professional organizations are characterized by clearly articulated standards of practice that are transmitted and enforced by members (Darling-Hammond, 1988). Furthermore, teacher professionalism is positively associated with student achievement (Tschannen-Moran, Parish, & DiPaola, 2006), and educational leaders play important, facilitative roles in establishing norms and structures in professional learning communities (Glickman, Gordon, & Ross-Gordon, 2014; Tschannen-Moran, 2009). Instructional supervision scholars (e.g., Glickman et al., 2014) have advocated for differentiated developmental supervision that meets the needs of individual teachers for the purposes of improving instruction, increasing student learning, assisting teachers to achieve their full potential, and improving school culture and climate. However, teacher evaluation remains largely under the purview of principals or assistant principals. Principal evaluations of teachers historically have been characterized by fear and distrust between the supervisor and the subordinate in spite of efforts to soften “the bureaucratic language of teacher evaluation—in the practice, development, and academic wings of the profession if not in the policy arena” (Murphy, Hallinger, & Heck, 2013, p. 349). Teacher evaluations historically have relied on formal, summative evaluations used for high-stakes employment decisions and have lacked ongoing differentiated clinical supervision (e.g., Danielson & McGreal, 2000; Glickman et al., 2014; Young 2008). As a result, many teachers, especially pretenured ones, view the evaluation experience with a mixture of hope for supportive professional feedback and fear, wondering whether or not they will have their contract renewed.

There are other concerns about the human resource functions of principals. One is whether preservice principal training programs have given adequate attention to data analysis and instructional leadership (Elmore, 2000; Hess & Kelly, 2005; Levine, 2005). This is especially salient given the use of quantitative measures of student achievement that have been incorporated into teacher evaluation systems across U.S. states. Another concern is whether there is enough time in the busy school day and year for teacher evaluation activities, given the demands and responsibilities of the principalship (e.g., Crum & Sherman, 2008; May & Supovitz, 2011). There are also concerns with teacher evaluation processes and tools. Studies examining the relationship between principal evaluations of teachers and quantitative measures of student achievement have suggested that the two measures are positively related, but these relationships are weak (e.g., Gallagher, 2004; Harris, Ingle, & Rutledge, 2014; Jacob & Lefgren, 2008; Rockoff, Staiger, Kane, & Taylor, 2010).

No Child Left Behind (NCLB) undoubtedly played an important role in forcing states and districts to focus greater attention on the issues of underserved student subpopulations and teacher quality. Subsequent legislation, Race to the Top (RTTT) required participating states and school districts to develop data systems that measure student growth and improve instruction, turn around the lowest achieving schools, and changes the ways in which teachers are evaluated. The most recent reauthorization of the Elementary and Secondary Education Act—the Every Student Succeeds Act—greatly contracts the federal role in education. In terms of teacher hiring and evaluation, U.S. states will no longer be required to evaluate teachers using student outcomes, as was the case with NCLB waivers. However, the legislation’s Teacher and School Leader Innovation Program will provide grants to districts for performance pay and other efforts to improve teacher quality. Regardless of recent changes in federal legislation and how states will respond, principals will remain key stakeholders in schools for ensuring that human resource functions in education are undertaken as well as facilitating the establishment of norms and structures (e.g., professional learning communities) that seek to improve teaching practices and student outcomes.

Our contributing scholars are noted experts in their fields, and I thank them for responding to my invitation to contribute to this Point-Counterpoint.

- Ben Pogodzinski (PhD, Educational Policy, Michigan State University) is Assistant Professor with the Department of Administrative and Organizational Studies in the College of Education at Wayne State University. Prior to joining the faculty at Wayne State, Dr. Pogodzinski completed a 1-year Institute of Education Sciences research fellowship at the University of Virginia. Dr. Pogodzinski is a former secondary social studies teacher, and his research interests focus on how state and district policies, school organizational context, and labor relations influence teachers’ instructional practices, effectiveness, and labor market decisions. Additional research interests focus on school choice policies and school financing. Dr. Pogodzinski’s work has been published in various education research journals, including *Journal of School Leadership*, *Journal of Education Policy*, *The Elementary School Journal*, *Educational Policy*, and the *American Journal of Education*. Dr. Pogodzinski teaches courses related to educational policy and school law.
- Mary Lynne Derrington (EdD, Educational Leadership, University of Washington) is Assistant Professor with the Department of Educational Leadership and Policy Studies at the University of Tennessee, Knoxville. She also serves as co-director of the Center for Educational Leadership. Dr. Derrington’s experience in K-12 public education includes serving as a teacher, principal, and superintendent in both rural and urban districts. Her research focus is the intersection of teacher evaluation policies and principal leadership. Dr. Derrington’s current research includes a 5-year, longitudinal study of principal leadership in the implementation of a new teacher evaluation system. Dr. Derrington’s paper,

“Implementing a New Teacher Evaluation System: Principal Leadership and Teacher Job-Embedded Professional Development,” was selected for the best paper award at the 2015 American Educational Research Association (AERA) conference SIG session, Supervision and Instructional Leadership. Her articles have appeared in journals including *Journal of Educational Leadership, Planning and Changing, International Journal of Leadership in Education, Educational Leadership Review*, and the *International Journal of Teacher Leadership*. Dr. Derrington currently serves as the UCEA Plenary Session Representative for the University of Tennessee, Knoxville.

Accountability and Teacher Evaluation

Ben Pogodzinski
Wayne State University

In an era of heightened accountability in education, one of the newest frontiers is teacher evaluation. Historically, evaluation design and implementation have been at the local level, but there has been a shift in government demands for improvements in evaluation systems. In part stemming from the federal government’s agenda (e.g., RITTT and NCLB waivers), 42 states have passed reforms of teacher evaluation to promote greater accountability of teacher performance (“NCLB Waivers,” 2015). More specifically, there has been greater demand for adopting rigorous teacher observation protocols, expanding rating categories of performance, and incorporating measures of student achievement growth.

All of this serves an important accountability function, as many policymakers contend that improved teacher evaluation systems will identify variation in teacher effectiveness and will allow administrators to more effectively support teacher development and remove persistently ineffective teachers. Despite considerable controversy regarding how teacher effectiveness is measured and how evaluation results are used to guide human resource decisions, teacher evaluation can and should serve an important accountability function as the public demands more out of their investment in public education.

Teachers as a Policy Focus

Of all school-level variables that influence student achievement, teachers matter most (Hanushek, 2011; Harris & Sass, 2011). For example, Nye, Konstantopoulos, and Hedges (2004) reviewed 18 studies of teacher effectiveness and concluded that a one standard deviation increase in measured effectiveness is associated with student achievement gains of approximately one third of a standard deviation. Therefore, one of the most effective ways to improve student achievement is to improve teacher effectiveness and more equitably distribute highly effective teachers within and between schools.

Yet policies aimed at promoting teacher quality have largely focused on setting standards for entry into the teacher profession. For example, the highly qualified teacher provision of NCLB required that all teachers in the core content areas have a bachelor’s

degree, be state certified, and demonstrate knowledge within their field of teaching. Such policies have reduced variation in teacher qualifications within and between schools (e.g., Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008), but such qualifications have been found to be complicated predictors of teacher effectiveness as measured by student achievement gains. Researchers have shown that teacher certification is associated with student achievement gains, but there is more variation in teacher effectiveness among individuals with the same certification than there is between teachers with different certification (Goldhaber, 2008; Kane, Rockoff, & Staiger, 2008). Additionally, teacher certification test scores have been found to be predictive of effectiveness but less predictive than teacher experience (Boyd, Goldhaber, Lankford, & Wyckoff, 2007; Boyd et al., 2008; Clotfelter, Ladd, & Vigdor, 2006; Goldhaber, 2007).

States also set standards for teacher preparation programs. Koedel, Parsons, Podgursky, and Ehlert (2015) reported that there is greater variation in teacher effectiveness within individual preparation programs as opposed to between programs, suggesting that there is great standardization across programs and that the inputs of teacher preparation are not strong predictors of teacher effectiveness. This is supported by research showing that certain alternative routes to the teaching profession (e.g., Teach for America) produce teachers who, on average, are as effective as traditional-route teachers either initially (Kane et al., 2008) or after the first years of teaching (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005).

Overall, research has suggested that efforts to promote accountability and improve teacher effectiveness by primarily focusing on teacher qualifications have limitations. Teachers are the most invested in resources within the education system; therefore, all levels of government have an interest in establishing accountability related to teacher effectiveness. Boyd et al. (2007) contended, “Given the enormous investment that is made by would be teachers, education schools, school districts, and state in preparing and certifying teachers ... the lack of convincing evidence in most of these areas is disturbing” (p. 63). Therefore, policymakers increasingly have called for accountability related to outputs rather than inputs.

Accountability and Teacher Evaluation

Defining and identifying teacher effectiveness have been not only difficult but also increasingly controversial. Although often required by state law, historically teacher evaluations were largely a local affair and often guided by collective bargaining agreements. Teacher evaluations primarily consisted of administrator observations of teacher classroom practices with little to no emphasis on measures of student achievement. Although more subjective elements of teacher evaluations have been shown to effectively identify teachers at the upper and lower ends of effectiveness, such traditional practices essentially have failed to identify variation in the middle of the spectrum (Jacob & Lefgren, 2008). In a study of teacher evaluation across 12 districts, Weisberg et al. (2009) reported that 94% of teachers were rated at the top of their respective rating scales on a multitiered scale (e.g., effective, minimally effective, ineffective). These findings suggest that typical evaluation systems fail to differentiate sufficiently between teachers’ level of effectiveness, which contributes to ineffective

human resource management directly related to school effectiveness and ultimately student achievement growth (Brown Center on Education Policy, 2011; Economic Policy Institute 2010; Weisberg et al., 2009).

Therefore, federal and state governments have moved to mandate reforms in teacher evaluation practices at the local level. As part of the RTTP grant competition, the federal government put considerable emphasis on improving teacher effectiveness through policies related to teacher evaluation. On the scoring rubric for RTTT grant applications, “Great Teachers and Leaders” accounted for 28% of total points given (138/500), and of that, 58 points were related to teacher evaluation reform. Following the lead of the federal government, most state reforms of evaluations have focused on the inclusion of student achievement, improving observation protocols, expanding the rating categories, increasing the frequency of evaluations, and using results to drive human resource decisions (Umpstead, Pogodzinski, & Lund, 2013). These policy changes moved accountability from the district and school levels to the classroom level. Since teachers matter most in influencing student achievement, this is an appropriate place to focus accountability.

The Value-Added Modeling (VAM) Debate

The most controversial aspect of these new accountability measures focus on the measurement of student achievement growth and how these measures inform high-stakes human resources decisions. Particularly, the use of VAM to identify teacher effectiveness has been championed by many as an informative and objective tool, whereas others decry the use of VAM as wholly inappropriate in guiding high-stakes human resource policies. In practical terms, VAM seeks to measure the impact an individual teacher has on a student’s achievement growth while controlling for student, classroom, and school characteristics. Many states now require that teacher evaluations include measures of student growth, with many requiring 30–50% of a teacher’s evaluation to be solely based on measures of student achievement growth (Umpstead et al., 2013).

Debate continues regarding the validity and reliability of VAM in measuring teacher effectiveness. The Brown Center on Education Policy (2011) contended,

Value added has a prominent role in new evaluation systems for several reasons, including a burgeoning research literature that demonstrates that value-added measures predict future teacher ability to raise student test scores better than principal ratings and teacher attributes such as years of experience or advanced course-work. (p. 1)

Yet, the American Statistical Association (2014) released a statement indicating that generally VAMs measure correlation and not causation and that scores and rankings associated with VAMs can substantially change based on model specification or test used. More recently, the AERA (2015) released a statement cautioning the use of VAMs to guide high-stakes decisions given the high technical standards that would be required to ensure validity and reliability. It remains to be seen how this debate will continue, but the federal government is moving away from incentivizing specific elements of evaluation (U.S. Department of Education, 2015), and policymakers in at least some states (e.g., New York) are rethinking

the extent to which student achievement will be incorporated into teacher evaluation systems (Taylor, 2015).

Concluding Thoughts

Although debate continues, teacher evaluation systems with a significant focus on student outcomes need to be a part of a broader accountability system. If teacher evaluation systems fail to identify variations in teacher effectiveness, efforts to instill accountability with regard to teacher quality will be unduly limited by focusing on inputs. Through improved systems of teacher evaluation, administrators can more readily match professional development with teachers’ strengths and weaknesses, as well as make critical decisions related to teacher tenure or dismissal, layoff or recall, and teacher assignments.

We need to continually explore how teacher observation protocols, student achievement scores on standardized tests, and other measures of student performance (academic and social) complement each other to give more accurate measures of teacher effectiveness. Measurement error cannot be completely eliminated, but a more robust system can be informative and provide the necessary accountability needed to help ensure that our public schools are recruiting, developing, and retaining effective teachers. This takes on particular urgency with regard to the most vulnerable students, who are more likely to be exposed to ineffective teachers. These systems will only be valuable as an accountability mechanism, though, if they are shown to be valid and reliable, implemented with fidelity, and trusted by teachers.

Instructional Supervision: It Is Time to Recommit

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Perhaps intended to help—not harm—teachers, accountability policies have resulted in unnecessarily sorting teachers into numerical categories and focusing on the small number of unsatisfactory teachers. Federal policies, specifically NCLB and RTTT, initiated a drift away from supportive instructional supervision, a primary function of principal leadership. *Instructional supervision*, a term that encompasses formative and summative evaluation and professional development, promotes teacher learning and professional growth through interaction, problem solving, and capacity building (Zepeda, 2013). Evaluation certainly is a part of the instructional supervision process, built on classroom observations and feedback supported by evidence of learning (Darling-Hammond, 2013). However, evaluation also should be embraced as a way to determine if results were achieved through the process of professional development and formative supervision strategies (Zepeda, 2013). Formative supervision provides continuous learning and growth for all teachers and differentiates by teacher developmental need (Glickman et al., 2014), not by a number. The time for creating conditions whereby every teacher is supported in an effort to attain the highest level of performance is overdue. Fortunately, the opportunity to refocus on instructional supervi-

sion is here, as the Every Student Succeeds Act shifts the responsibility back to the states and relaxes teacher evaluation mandates (“Every Student Succeeds Act: Explained,” 2015).

Supervision Misunderstood

Supervision is frequently viewed as principal oversight, inspection, and control within a bureaucratic system (Glanz & Zepeda, 2016). This concept evokes an image of a factory assembly line with the boss looking over the shoulder of the less capable and unmotivated worker. This image has no place in the instructional supervision model. In contrast, Glanz and Zepeda (2016) outlined an appropriate and more accurate view of supervision as a process with the potential to transform teaching and improve student achievement. They defined instructional supervision as a comprehensive description of what principals do to support all teachers’ learning and growth. It includes professional development in its many forms, such as job embedded and differentiated as well as coaching and feedback. It also includes principals’ belief in the positive outcomes of dialogue and reflection. Furthermore, it encompasses principals’ willingness to assist and collaborate (Glickman et al., 2014; Sullivan & Glanz, 2013; Zepeda, 2012, 2013). In brief, instructional supervision is principal leadership to facilitate teacher learning.

What’s Wrong With Ratings?

In my view, the accountability evaluation system was designed to primarily identify and remove what was believed to be a large number of incompetent teachers. Proponents of this approach frequently cited Weisberg et al. (2009) as a reason for replacing the previous evaluation system with one that differentiated teacher performance using numeric ratings. The underlying belief was that this approach would increase all teachers’ effectiveness. Moreover, some states have indicated that a system similar to a bell curve is expected when assigning teacher evaluation numeric scores. For example, a statement on the North Carolina Department of Education (2015) Educator Effectiveness web page noted that the expectation is that teachers in a school would be distributed across the rating categories. I suggest, however, that this rating system has done little to assist or develop the majority of teachers. Moreover, the focus on the handful of lowest rating teachers is misdirected. A sample of states where the teacher evaluation system significantly changed illustrates just how few teachers are in the lowest performance category. For example, according to the Florida Department of Education (2015), 0.3% of teachers statewide in the 2013-2014 academic year were rated as unsatisfactory. The Indiana Department of Education’s (2015) data for 2013-2014 are similar: 0.4% of teachers were labeled ineffective. And during the same year, data from the North Carolina Department of Education noted that 0.3% of teacher were identified as not demonstrating a specific standard.

Use of ratings further evolved when technology enabled easy tracking of teachers’ scores and sorting them into performance categories. Researchers have investigated whether these numeric indicators of effectiveness are being used in making high-stakes personnel decisions (Donaldson, 2013; Drake et al., 2015; Goldring et al., 2015). Although these authors did not report extensive use of teacher ratings for human capital decisions, my work in schools and districts suggests that attention is paid to

them, as administrators have easy access to these data and in some cases use the 1–5 scores for hiring teachers; making transfers; selecting mentors, coaches, and principals; and then determining who receives additional compensation.

Some may argue that principals are not accurately rating teachers, resulting in the low number of teachers identified as ineffective. In contrast, based on observations in schools, dialogue, and interviews with principals, I believe that the number of incompetent teachers is low. Consequently, principals’ energy and time are best spent on the over 90% of the teaching force who will benefit from instructional supervision and lead the way to higher achievement for both teachers and students. This is not to say incompetence should be tolerated. Indeed, principals might be finding ways to support teacher development prior to dismissal (Drake et al., 2015). However, this concentration of intensive support demands a significant portion of principal time. A policy is needed to efficiently and effectively manage the minority of incompetent teachers and allow principals to focus on quality instructional supervision for the majority.

Shortcomings of Ratings

The teacher evaluation rating system brings to mind Spring’s (1976) sorting machine analogy. In his book, Spring described how schools test students and then track them into differentiated groups that essentially keep students in rigid learning pathways. Echoing this theme, Oakes (1985) described how tracks limited *all* students’ opportunities and growth. These scholars prompted educators to question a system in which high performers attained the greatest educational gains while low performers remained in groups, leading some to certain failure. This questioning provided the foundation for identifying high academic learning goals and then providing necessary conditions for all students to achieve these goals. Initiatives that emerged included outcome-based education, competency-based education, student learning objectives, and standards. These initiatives led to the current belief that all students can reach high learning targets if given sufficient resources and placed with effective teachers. In essence, with the proverbial bar raised for all, many more students can jump over it.

I maintain that a similar concept is appropriate for teacher instructional supervision and evaluation. In other words, professional learning and performance goals should be set high, and teachers should be assisted through instructional supervision to reach them. All teachers can reach these goals if provided sufficient resources and effective principal leadership. In short, if the bar for teachers is raised through identified standards and a rubric, teachers will jump that bar.

The Rubric: Defining Teacher Learning Goals

Professional standards for teachers have evolved at the state and national levels (Darling-Hammond, 2013). Darling-Hammond (2013) asserted, however, that local districts have not used those standards to approach teacher instructional supervision and evaluation comprehensively. On the other hand, the rubric initiated under accountability policies is an important tool that principals are using to both define best practice, determine criteria for classroom observations, and increase quality feedback to teachers, leading to improved teaching and learning (Derrington, 2014; Derrington & Campbell, 2013; Donaldson & Cobb, 2016; Stein-

berg & Donaldson, 2014). Based on my experience and research, principals are using the rubric to guide teachers to the top of the instructional performance ladder. The rubric provides a road map leading to instruction that supports student learning. Principals also use the rubric's criteria to individualize job-embedded professional development (Derrington, 2016; Derrington & Campbell, 2013; Derrington & Kirk, 2015; Goldring et al., 2015). Admittedly, not everyone agrees that the current and ubiquitous instructional rubric based on Charlotte Danielson's work is the best (Sullivan, 2016). However, the rubric's widespread acceptance by principals and teachers illustrates the power of a clear set of indicators to guide teacher learning and growth.

Conclusion

Instructional supervision is the foundation for an outcome-based, success-for-all approach to teacher evaluation. Sorting teachers using ratings and tests has limited use and is unlikely to result in beneficial learning for all teachers. However, teacher learning through professional development and a strong rubric has the potential to increase all teachers' performance. Should this not be every school leader's goal? It is time to dismantle the sorting machine and focus on teacher learning. Perhaps the Every Student Succeeds Act will open the policy door to a reinvigorated system of instructional supervision, providing an opportunity for all teachers to achieve the highest level of professional performance.

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Equity, Diversity, and the ISLLC and PSEL Standards

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What is the purpose of standards? When thinking about standards for educational leaders, it has been argued that standards should identify expectations for key domains of their practice. Beginning with the 1996 Interstate School Leadership Licensure Consortium (ISLLC) standards, the domains that were identified and adopted by the majority of states focused on vision; instructional leadership; management functions; community engagement; and ethics, politics, and social justice. These same domains were maintained in 2008, when the standards were revisited; however, in the most recent revision process the domains were reorganized and new domains were added. Significantly, the 2015 Professional Standards for Educational Leaders (PSEL) include a standard that focuses explicitly on expectations for leaders in supporting educational equity for diverse student populations.

How standards are developed, who is involved, and whose voices are heard influence standards as much as, if not more than, research. This article is based on responses to an open invitation from UCEA for individuals to propose changes to the Spring 2015 rewrite of the ISLLC Standards. The invitation was sent directly to a select group of individuals who had raised questions about the Spring 2015 rewrite and to professors at UCEA member universities in an effort to gain specific ideas for how the standards could be strengthened. The invitation emphasized the need for respondents to make constructive suggestions to improve the quality of the standards. In considering suggestions, we reflected on two recent *Educational Administration Quarterly* articles that explored leadership standards from a critical race (Davis, Gooden, & Micheaux, 2015) and an equity (Galloway & Ishimaru, 2015) perspective.

This document is divided into five sections. The first section introduces the standards and dispositions included in the Spring 2015 draft. The second section, Reflecting on the Standards, presents feedback on the standards. Section 3, Reflecting on the Dispositions, presents feedback on the dispositions. Section 4 shares perspectives about the standards document as a whole, and Section 5 presents the new PSEL as of late 2015. We conclude the paper in Section 6. Importantly, we refer to the Spring 2015 draft as the Refresh Draft within the body of this text.

Section 1: The Refreshed Draft of ISLLC Standards and Dispositions

The Refresh Draft included the following seven standards and eight dispositions. Unlike previous versions of ISLLC standards, dispositions were divided from the standards and described as cutting across each. For the sake of room, we did not include the standard explanations or the elements that accompanied each standard.

Refresh Draft Standards

- **Standard 1.** Education leaders build a shared vision of student academic success and well-being.
- **Standard 2.** Education leaders champion and support instruction and assessment that maximizes student learning and achievement.
- **Standard 3.** Education leaders manage and develop staff members' professional skills and practices in order to drive student learning and achievement.
- **Standard 4.** Education leaders cultivate a caring and inclusive school community dedicated to student learning, academic success, and personal well-being of every student.
- **Standard 5.** Education leaders effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff.
- **Standard 6.** Education leaders engage families and the outside community to promote and support student success.
- **Standard 7.** Education leaders administer and manage operations efficiently and effectively.

Refresh Draft Dispositions

- **Disposition 1: Growth-oriented.** Transformational education leaders believe that students, education professionals, educational organizations, and the community can continuously grow and improve to realize a shared vision for student success through dedication and hard work.
- **Disposition 2: Collaborative.** Transformational education leaders share the responsibility and the work for realizing a shared vision of student success.
- **Disposition 3: Innovative.** Transformational education leaders break from established ways of doing things to pursue fundamentally new and more effective approaches when needed.
- **Disposition 4: Analytical.** Transformational education leaders gather evidence and engage in rigorous data analysis to develop, manage, refine, and evaluate new and more effective approaches.
- **Disposition 5: Ethical.** Transformational education leaders explicitly and consciously follow laws, policies, and principles of right and wrong in everything they do.
- **Disposition 6: Perseverant.** Transformational education leaders are courageous and persevere in doing what is best for students even when challenged by fear, risk, and doubt.

- **Disposition 7: Reflective.** Transformational education leaders reexamine their practices and dispositions habitually in order to develop the “wisdom of practice” needed to succeed in pursuing new and more effective approaches.
- **Disposition 8: Equity-minded.** Transformational education leaders ensure that all students are treated fairly, equitably, and have access to excellent teachers and necessary resources.

Section 2: Reflecting on the Standards

Respondents were generally supportive of the constructs and concepts captured by the standards (and dispositions), although respondents also suggested numerous changes to the wording and description of the standards and dispositions. Major concerns centered upon the issues of equity, diversity, political advocacy, effective communication, and resource allocation.

Equity and Diversity

First and foremost, respondents were greatly troubled by the omission of equity and diversity as an individual standard, as well as the lack of specific language related to equity and diversity within the Refresh Draft. For example, one respondent declared,

It seems all language emphasizing needed focus related to equity, such as cultural responsiveness, race and ethnicity, gender, and disability, has disappeared. We also did not find evidence of an interest in a leader who “Promotes the ability of students to participate in multiple cultural environments” (formerly 10E), a critically important skill for students to be ready for success in college and the modern workforce.

While respondents understood the intent of having equity and diversity as a disposition infused throughout each standard, respondents were clearly in favor of including a specific standard focused specifically on equity and diversity. Indeed, Davis et al. (2015) opined that standards lacking race-related language could be interpreted as undervaluing the importance of race in educational leadership.

Although this perspective was a major theme among respondents, this view was not unanimous. In support of the decision to include equity and diversity as a disposition, one respondent commented, “If we need a specific standard to address diversity and equity we are not doing our job. Diversity and equity MUST be embedded in every decision, action and disposition that school leaders embody.”

Finally, many respondents suggested that having a standard and disposition focused on equity and diversity was important. Specifically, having both would elevate the importance of the issue within the educational leadership field while underscoring the importance of leaders using an equity and diversity focus across all standards.

A second issue was a perceived weakness of the dispositions. For example, one individual stated, “We believe the dispositions are not written strongly enough as to drive the leadership behaviors necessary to change outcomes for students.” The respondent advocated for the inclusion of an equity and diversity standard and disposition that included stronger, more action-ori-

ented language. An emphasis on including stronger actions aligns with Gooden, Davis, Spikes, Hall, and Lee’s (2015) definition of antiracist leadership that includes purposeful acts of empowerment such that “others interrupt and dismantle acts and systematizations of racism.”

Despite no unanimous consensus on the best pathway forward for the committee, the respondents’ comments, the recent *Educational Administration Quarterly* articles, and comments from the field suggested two possibilities. The first possibility would include both a standard and a disposition focused on equity and diversity to concomitantly highlight the importance of equity and diversity as an important outcome as well as the need to recognize equity and diversity when addressing all other standards.

A third issue regarding equity and diversity was the need for much stronger and courageous language to be included throughout the standards. For example, one respondent stated the standards need “to show some courageous leadership in [discussing issues of equity and diversity]. This will signal to school leaders that it is okay and encouraged to discuss these things with staff. This will in turn lead to more culturally conscious schools.” Indeed, one consistent argument was that the standards must lead courageously in this area if we expect leaders (and leadership preparation programs) to actually discuss, engage with, and act upon issues of race, ethnicity, class, religion, sexual orientation, and other issues related to equity and diversity.

Two conclusions about the issue of equity and diversity stemmed from the survey results. First, the standards must directly address equity and diversity through the inclusion of a specific standard on equity and diversity. Even if a disposition on equity and diversity was maintained, the majority of respondents noted the only politically acceptable decision would be to include an equity and diversity standard.

Second, the language included in the standards needed to be much more explicit. Specifically, respondents noted the standards must name the inequities and groups of marginalized students. Davis et al. (2015, p. 356) contended, “There is no hierarchy of oppression” (also see Lorde, 1995) and described the “paralyzing volume of evidence highlighting racial inequity in schooling” as one of the reasons the standards should address race directly. Failure to include more explicit and direct language likely would result in continued attacks on the standards and widespread lack of support from within the educational leadership.

Other Concerns With the Refresh Draft

There were three additional areas of concern: political advocacy, effective communication, and state contexts. Some respondents mentioned the Refresh Draft conspicuously failed to mention the need for leaders to be advocates for equity, diversity, and other important issues relevant to school communities. Respondents noted this omission reified the view that leaders—particularly school leaders—should remain silent about important issues debated within the political realm and that such efforts should be left to others. This critique is particularly important given the increased feminization of school leadership. Indeed, the silencing of female leaders would undercut efforts to advance issues of equity and diversity.

Some respondents also noted that a key skill for effective leadership is effective communication. For example, one

respondent noted, “For administrators to be effective they must communicate positively and effectively. Communication should be a standard, disposition, and integrated with all other standards explicitly and not an assumed behavior/practice.” In addition, Galloway and Ishimaru (2015) proposed that two-way communication would help leaders develop a “deep understanding of the diversity of beliefs, values, practices, and cultural and social capital in the school community” (p. 384).

Finally, the effective implementation of the standards by all leaders is somewhat contingent upon appropriate resource allocation. Specifically, districts and states must provide the necessary human and fiscal supports that allow leaders to meet the standards. One respondent argued, in fact, that the standards fail to reflect issues of scarce resources and how decisions about allocating those resources threaten equity [and] adequacy, and marginalizes segments of the school and community. Without a specific recognition of the macro- and micro-political strategies used for, against, and within schools, then school leaders are bereft of any strategies that might champion any student, much less all students.

While such issues would not be standards, the Refresh Draft of standards could note the responsibility of state and federal leaders in providing the necessary foundation for all leaders to be effective.

Section 3: Reflecting on the Dispositions

Dispositions detail the values and characteristics that leaders should exhibit when enacting their leadership behaviors included in the standards. The following section details the comments from respondents who reviewed the dispositions.

There were far fewer comments about the dispositions and, in fact, many of the respondents did not provide any substantial comments about the dispositions. The major critique was that the Refresh Draft suggested that by having the stated dispositions—particularly having a growth mindset and being innovative—principals would be able to solve the problems of schooling. Although respondents understood that the purpose of the standards is to guide the behavior and dispositions needed to successfully engage in effective leadership, respondents were concerned that, taken in isolation, the document did not underscore the gross inequities facing schools. In particular, as noted above, respondents were very concerned about fiscal and human resource inequities across schools.

Section 4: Additional Perspectives About the Refresh Draft of the Standards

A number of comments focused on the Refresh Draft as a whole, rather than specific standards or dispositions. For example, some respondents believed the language in the standards viewed leaders and leadership as a problem to be “cured.” Respondents suggested language in the standards should be carefully reviewed to ensure this perspective is not unintentionally communicated.

Additionally, some respondents believed the Refresh Draft of the standards focused too much on specific discrete behaviors and did not emphasize to a great enough degree that leadership requires “critical thinking, problem solving, and astute skills in interacting with multiple constituencies.” For example, “culture,

politics, and economics come inside the building with and attached to the students,” thus respondents wanted to ensure that the “standards reflect the degree of dynamics present every moment and every day in schools and classrooms.” This issue could be addressed in the preface by highlighting that a listing of leader actions does not adequately capture the true complexity and interconnectedness of all aspects of leadership.

Section 5: The New PSEL

In many ways, the new PSEL released in November 2015 (Council of Chief State School Officers, 2015), which are listed below, addressed the concerns identified by respondents.

PSEL 2015 Standards

- **Standard 1. Mission, Vision, and Core Values**
- **Standard 2. Ethics and Professional Norms**
- **Standard 3. Equity and Cultural Responsiveness**
- **Standard 4. Curriculum, Instruction, and Assessment**
- **Standard 5. Community of Care and Support for Students**
- **Standard 6. Professional Capacity of School Personnel**
- **Standard 7. Professional Community for Teachers and Staff**
- **Standard 8. Meaningful Engagement of Families and Community**
- **Standard 9. Operations and Management**
- **Standard 10. School Improvement**

Importantly, the new version includes a standard entitled, “Equity and Cultural Responsiveness.” In addition, the standards include an expectation that “effective leaders ... confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.” This specific language addressed the concern of respondents that the prior draft did not include specific terms regarding discrimination and equity. While the Dispositions section completely disappeared in the final version of the PSEL, the notion that a leader should infuse equity and diversity in all behaviors was maintained in the standards. Specifically, the final leader action in Standard 3, Equity and Cultural Responsiveness, noted that “effective leaders ... address matters of equity and cultural responsiveness in all aspects of leadership.” While this may not satisfy those in favor of the inclusion of dispositions, this leader expectation reinforced the notion that equity and cultural awareness is not a standard to be met in isolation, but rather a way of leading in all situations.

Respondents’ concerns about political advocacy, communication, and the provision of resources were not addressed in the final PSEL—at least to the same degree as issues concerning equity and cultural awareness. With respect to political advocacy, the PSEL include the expectation that “effective leaders ... advocate publicly for the needs and priorities of students, families, and the community.”

This expectation could be construed in many ways, but likely falls short of the strong political advocacy envisioned by respondents.

With respect to communication, little in the PSEL 2015 document addresses concerns about the need for effective communication to be included. Indeed, despite the clear importance of the ability to be an effective communicator, the PSEL are almost completely silent on the need for leaders to be effective communicators. There are only four instances of the use of the words *communicate* or *communication*, and none of the four instances highlight the need for leaders to be highly effective communicators with all stakeholders.

Finally, the PSEL do not include any discussion of the larger political, social, and fiscal contexts within which districts and schools operate. Specifically, there is no mention of the inequitable and inadequate distribution of human and fiscal resources across districts and schools. The PSEL thus missed an opportunity to push for the development of standards for state education agencies, state legislatures, and the U.S. Department of Education that would focus on the imperative that districts and school leaders be provided equitable and adequate resources to perform their jobs well.

Section 6: Conclusion

In sum, the PSEL 2015 addressed many, but not all, of the concerns raised by respondents. In particular, the new standards make explicit the need for leaders to focus on equity and cultural

responsiveness. The language around equity and cultural responsiveness in the new standards is significant. On balance, however, the new PSEL did not adequately address concerns about advocacy, communication, and the environment within which leaders must operate.

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A Conversation With Thomas L. Alsbury

District Leadership Research to Influence Practice and Inform Policy

Juan Manuel Niño
The University of Texas at San Antonio

Thomas L. Alsbury is Professor of Educational Leadership at Seattle Pacific University and former teacher, principal, and district administrator. Before joining Seattle Pacific, he spent 10 years at Iowa State University and North Carolina State University. Currently, he co-directs the University Council for Educational Administration (UCEA) Center for Research on the Superintendency and District Governance. Dr. Alsbury's research focuses on school boards, superintendents, and district governance and reform. Dr. Alsbury has consulted on school governance issues in 12 countries and has been a keynote speaker and consultant to association leaders and legislators across the United States. He has over 50 publications on school board and superintendent research. His book, *The Future of School Board Governance: Relevance and Revelation*, earned Dr. Alsbury the 2009 UCEA Culbertson Award for significant contributions to educational leadership research. He holds an EdD in Educational Leadership from Washington State University and a master's degree in science curriculum and instruction from the University of Washington.

JMN: Can you tell me a little bit about your professional background?

TLA: I started as a high school chemistry and biology teacher. I was a teacher for 6 years. I then went into the principalship. I served as a principal right off, I never did serve as a vice or assistant principal. I served as a Grades 7–12 principal in a small school district for 2 years. Then a retiring superintendent approached me to become the superintendent and district principal for a failing school system. The state of Washington had taken over the schools. I was there for 7 years, and that was a great experience for me in that we were able to turn that district completely around and create teacher leader teams. In fact, several of my staff had become licensed as principals. In the last 2 years, I returned to the classroom voluntarily for two periods a day. This allowed other aspiring leaders to serve as building administrator and various capacities. The school became an award-winning school and a six-time blue ribbon school of excellence in the state.

Then, I became a principal of a comprehensive high school of about 1,000 students. The school was in a university community. It was a totally different situation with highly educated parents, community members, and a very different group. The school was thriving because of their demographics and had high performance compared to the state. Nonetheless, I was just there 3 years and was able to move performance from the 70s to the mid-90s percentile.

JMN: Given your extensive experience in practice, how did you become interested in academia?

TLA: I never expected to be a professor because I had earned my superintendent credential and my doctoral degree, an EdD.

While my dissertation was a significant study, it was really no different than the PhD students' study. I had gone originally EdD because I always assumed I would be working as a school leader my whole career. Thanks to members of my committee, they convinced me to become a professor. After 18 years in K-12 education, I found myself thinking about the possibility of joining the academy. Here I was in the latter part of my public education career, pretty happy, with some successes and entertaining to cut my salary in half to go and become a professor.

JMN: Do you think that's a challenge to recruit current practicing administrators to transition into the professoriate?

TLA: Yes, because that's part of the problem in getting individuals who have experience within the field and also solid research experience. It's very difficult to take an administrator who is making a six-figure salary and tell him go work for \$50,000 a year as a professor. It's just not going to happen very often. But, I was crazy enough to do it. Of course, I'm very happy that I did. Although the professoriate can be challenging because you have to publish, and many times, because of your administrative experience, you are asked to coordinate programs.

JMN: How has your career in academia influenced your research agenda?

TLA: I was happy to have the experience of working successfully at research institutions. The research focus is different and sometimes overwhelming. However, the experiences in these institutions have helped solidify my research agenda and interests, and along the way I earned tenure. Not too long ago, an opportunity came to return home, and I moved to a small private university, Seattle Pacific University. I applied to this institution and was able to secure a position as a research professor. I explained to the faculty what I wanted to do at Seattle Pacific, continue the research and apply some of my research and findings. That actually helped propel me to do a lot of projects, beginning by using the UCEA Center for Research on the Superintendency and District Governance as an identifying platform to do some of those projects.

JMN: What kind of projects were you able to develop because of this new support?

TLA: Well, we have superintendents who have done their doctoral degree and find themselves not going into research but want their research to help other superintendents and boards. My specialization is more aligned with board governance, so the idea became more evident to me as we looked through the list of people who are training the school board: Bill Gates, Eli Broad, the Aspen Group out of Colorado, and the Carver Group. You go through the list and none of them

have any academic background, nor do they value or use academic findings for what they are doing. So we are over here in academia doing research on how to make a board effective, determining what affects board performance, etc. You never have that link, and unfortunately we're not the ones training the board members. It's the folks running businesses who really largely ignore the research and often train in ways that run counter to the research science. Why is that?" So I started using the UCEA center to begin to apply the research and actually influence or affect school boards in some way.

JMN: How important is practitioner experience in preparation programs?

TLA: I would argue that at least in my small sphere of research, the practitioner experience informs the research. Incidentally, I think the research can improve your practice, too. It works both ways. For example, in my field of board turnovers, the influence on superintendent turnover, the influence on board performance, and community politics and all that. There have been 50 years of research studies and probably 25 different research studies, none of which came up with the findings that my study discovered. Which is fine, but the reason my study was able to find correlates that weren't seen before is largely because of my work as a practitioner. I understood very quickly reading the other studies that they had misdefined the variables. Because they didn't understand boards' work and they probably never worked with a board, they literally were defining the variable wrong. So it was no surprise that when they ran their correlations they didn't find any. The thing that was really interesting to me was that anybody who had worked with a board would have looked at that study and said, "No, of course you can't define that variable that way. That's not how it works."

So by simply using that experience to define the variable, it actually made the research more transparent and meaningful. To that extent, the academic world is not superior to the research that had been done by others in that respect. For example, a student completed his dissertation and went to the American Enterprise Institute and to the National School Board Association. He stated he found a correlation in how to train boards and how to get them to change how they do business, which would improve their performance. Both entities sent the student to me because of the UCEA center. When the student came to the center, I said to him there are two directions to go. One direction is that you've got something here, create a tool, a training program, and market it and probably become a consultant and go sell it, which is what a lot of people do. But, I said if you are going to work with us, you are going to need to vet this thing. The student's journey lasted 5 or 6 years to replicate his study through the UCEA center in five additional states. Now he is beginning to look at the applications of it and has presented it at AERA. This is something that no practitioner would normally have done.

Again, I'm sharing that story because it works both ways. It's not just academics that have the opportunity or think about how to apply it. It goes the other way; a practitioner

like this student is pushed by the UCEA center not just to take this sort of "easy way" to market and sell something. He was pushed to ensure that research is valid and high quality before we can start to apply it in the practitioner world. So to that extent, I think we can help improve the system that is largely today practitioner led and run, while pushing academics to find ways to apply what they have learned to have an influence in a different direction.

JMN: We tend to push ourselves into extreme paradigms, instead of really embracing the notion that practice can inform our research and research really needs to affect practice. It's a reciprocal process; research and practice cannot exist in isolation. Do faculty in leadership preparation need to have experience to understand this tension?

TLA: You know I'm kind of biased given my experience as a practitioner. I don't know how broad or how widespread this is, but I'm beginning to see how even universities are falling into this mindset. For example, a local university displayed a clear picture of this bifurcation between academicians and practitioners. In an attempt to recruit and train aspiring superintendents, the university created an off-campus institute where practitioners would teach the students. These professors of practice didn't conduct research and were training future leaders. The research professors did not teach this program, as they were at the campus. They were all completely disconnected.

I know the students are saying, "Well, we don't want to be taught by people with no background or experience." So in response universities have set up programs filled with adjuncts and practitioners to train future superintendents. Meanwhile, tenure-track professors follow the academic system and engage in doing research. Again, I am not favoring for either, as they are separate from each other. I don't think that's good. The best option would be to have individuals like you and I, who can do both. People who are actually doing research, and know what's happening, and have the latest thing to share with their students, but at the same time can share how to apply the research and their experiences. I think that there is a great amount of value in that.

I know there's economics driving us. Universities are trying to keep that money rolling in, so we don't have students to go to the online universities or the private universities. So, universities are on this replication mindset, they are going to create a similar kind of practitioner and offer only an advanced program for those folks who are training, and it's going to be separate from academia. Not sure this is the best approach, as it negates the work most of us are doing.

JMN: How do we as researchers teach with relevancy, and how do practitioners teach with research to calibrate the work that we do?

TLA: I like the combination. I like the individuals who can bring both worlds to the students as they prepare them for the leadership experience. I think it brings value for our students, and that's why some students enjoy their preparation programs. That's what I've been all about. We need to bring to the academic setting the experience component so that

we teach with relevancy and understanding. I think that this division we create between those two worlds is a little artificial. I think it's a little bit of a disservice for our students, especially as policy and practice change on a daily basis.

I'm fully aware that many colleagues don't have the experience, and I don't want to discredit their work. I just think that there's a way to have a balanced preparation program that works together. We are actually one program, one department, one group of scholars committed to improve practice through research and service.

MN: Well, this year we had the reauthorizing of the Elementary and Secondary Education Act. The biggest shift is transitioning control from the federal government back to the state. As such, the Every Student Succeeds Act of 2015 has implications for leadership preparation programs. How do we prepare aspiring school superintendents to have these understandings of curriculum, policy, and practice?

TLA: Its now more important than before, especially if local control is going to the governing body of schools. My work speaks to the balanced governance approach to ensure school districts are working productively to meet the needs of the diverse student population. That's why I feel that we need a good balance between the academic knowledge and the practitioner knowledge. When I started at Iowa State, I asked a group of doctoral students if we should become more practitioner oriented. The consensus was no, don't go all practitioner. Students explained that they need both. One was an experienced superintendent who said,

The practical was good for me to have those first 3 or 4 years, I needed to know how to do the job, so I could keep the job. But after that, I needed more than that. I needed some of these theoretical pushes to move me out of the box, I needed to understand cultural responsiveness, I needed to understand some of these things that push people to deeper ordered thinking, to really be able to transform a district past just the compliance culture and into the innovation culture.

He attributes his success as a superintendent to the balance of theory and how it can impact his work. So as policy changes, superintendents need to know the unintended consequences of each decision, and this is where research and academic preparation can help district leaders make meaningful changes.

JMN: What research interests do you focus on?

TLA: There are two primary things that I've been working on, but I've got a number of identified interests. I've worked recently for many years with the Voices Project. For example, the superintendent aspect of this project has been working with a preparation program improvement mentoring of administrators. I've done quite a bit of work in the international field, again focusing on governance and the superintendency.

I would say my primary, number one focus is governance, and I continue to publish and do work on application. My focus has been the development of a new model of governance. The

title of my new book reflects that, *Improving Local School Governance: A Balanced Governance Approach*. I introduce the term *balanced governance* as a new model of governing districts. It's all about balance. The balance in terms of the role between the superintendent and the board and what that role should be. It's the balance between local place and centralized control, your local voice versus efficiency and centralization; balance between issues of culture and equity, the equity versus efficiency argument. It's that balance and making sure board members understand and are practicing that balance. And then, you can keep going up I guess to broader levels.

If you go up to what you just mentioned, the national policy balance between centralized control of schools and localized control of schools, that's been some of the most exciting work. When we talk about application, a case in point: Last year, West Virginia had a legislation where they were seriously looking at the elimination of all elected school boards in the state. I was called in to testify and work with the State Board of Education there and developed, collaboratively of course, with a number of entities in the state, a report for the State Board of Education, which they adopted and approved statewide. The report was called *Balanced Government*, and it was a way to bring some efficiencies, centralized efficiency, to the operation and management part of the school districts, while maintaining the local voice through elected school board. This was a model of governance that is used overseas in some international countries. It had never been used in the United States. It is now being applied in that state, and they are moving, slowly through the wheels of politics, towards implementation. I think that's another great example of marrying the practitioner field with academic research. And, again, it's all about balance. That's been my big focus for quite a few years, to try and develop this model and apply it.

It's now going to be adopted and piloted in Kentucky statewide, the balanced governance approach. I'm now even working with a number of larger school districts, open districts in the country that have challenges. They are abandoning the Carver governance model and embracing the balanced governance model. I'm helping them to move forward with that and understand what it means to use that. It's a very different situation because I'm a professor. I could do it on my own as a single person, but it's good to have the UCEA center to inform all of the cores. We are actually affecting lots of teachers, and leaders, and kids, and states, and cities through the center in the application of real research, which folks have never seen. They've only been sold things, you know, that are run by nonacademicians in the past.

JMN: What can we do to change that capitalist mindset that we see prevalent in school systems of today?

TLA: Well, like we've discussed earlier, I think this economics issue is everywhere. I worked in Taiwan for a month about a year and a half ago. Taiwan is ranked Number 3, I think, on the Trends in International Math and Science Study,

For more info on UCEA program centers, see
www.ucea.org/initiatives_category/program-centers

the international exam. While I was there, I was being asked to help them begin to move away from centralized control and move toward a more balanced system where they also would use local elected school boards. I asked, "Why would you want to do that? You seem to be doing pretty well." The reasons have to do with what they believe will improve the quality of life as a society, not just for a few. As such, they are moving towards the balanced governance model. They're actually beginning to experiment with local elected school boards in Taiwan. So, it's interesting, and it's very exciting to me that model is working both ways. In other words, you are bringing in an actual balance to the U.S. system and vice versa, we are bringing balance from the United States to other countries that want to move away from what's been total centralized control.

JMN: Do you use the balanced governance approach as a component of the center for UCEA?

TLA: I certainly always say I'm a professor at Seattle Pacific University and a co-director of the UCEA center. I always share that information, and I think there is obvious value for everyone involved. From the practitioner side of it, this is a new thing. It's a new approach for them. I've worked in 21 states in the last 5 years, where I have been invited to the State School Board Conferences. There, I've been giving to most of the school board members in attendance training for 7 hours on balanced governance. What's unique about that is they've never had a professor, a researcher, come and do this. They usually hire a business to come and do this training. They love, though, the fact, that what I'm doing is bringing research and bringing theory. I'm actually teaching them about the dissatisfaction theory of American democracy. They're applying those theories like they were students in a doctoral course. Regular school board members are doing it, and so they are learning theory, and they are also seeing how it could be applied with some practical tools.

JMN: So you try to embrace theory with practice ...

TLA: You know, and it's all going with one of the goals of the center, as Michelle Young at least expressed 2 years ago, the UCEA interest in somehow finding a way to span the gap between the practitioner world and the academic world.

JMN: I think it's very important because professors teach about issues of equity and access in higher education, multicultural and racism, and Whiteness, all kinds of issues, but then, how do we teach and address issues to current and aspiring school leaders?

TLA: We can reinforce that in positive ways by presenting in practitioner settings. For example, I know I don't do this work myself, but you certainly do and others in our field, I know the findings regarding cultural responsiveness of school leaders. If you look at the highly effective standards that are put out by the National Association for School Board Members, there's nothing about diversity, nothing about cultural competence, nothing about any of that in those standards.

JMN: So how is your model different from the ones that are out there from nonacademic researchers?

TLA: So think about that. I view it as a privilege to go out and say I have developed my own set of standards that comes directly from the research, which includes standards on cultural responsiveness and equity. I've now talked to literally thousands of school board members, and when I say that Kentucky and West Virginia are adopting balanced governance, that's part of it. They're adopting the 10 Balanced Governance Standards, one of which is cultural responsiveness. Think about that. Even though I don't do the research, other colleagues at UCEA do it, and we've incorporated it and applied it through our center, and now we've actually delivered that. It's being thought about and used as a standard in that boards are questioning their practice. Are we tending to this in making our policy decisions in the district? Are we considering this issue of diversity and cultural responsiveness? They are doing that because they have been presented the findings through the research from academia. The center has provided the conduit to bring that to them. So, I think it's very exciting to share that kind of example. It shows you what can happen when we're able and willing to span that gap between the academic and practitioner. We can actually influence things in a way maybe we aren't able to do with only the academic publication side of it.

JMN: This is fascinating work because we are in the practice of preparing aspiring school leaders, but sometimes the work of principals and superintendents is limited by that local governance. How do we prepare them, or how do we define them? I think that's one of the most intriguing roles in our public school systems, school boards as elected officials. So, what is the role or what should be the role of a school board member?

TLA: I'm going to sound like a broken record, because if we are going to influence education policy, we have to find also ways of using language that is understanding and appealing to folks in the field to get our ideas pushed forward. We've seen that in other places like professional learning communities. You know, that rang a bell, for people, they like that. Balanced governance is the one that I'm working with. That has a lot of appeal to folks.

So, the answer to your question would be balance, it's all about a balanced approach. The balance is one of the ways you can characterize it as a system between what you might call a micromanaging board on the one side and a rubber-stamp board, a disengaged board, on the other. Finding the balance between those two is the balanced governance approach. Another balance is between the focus of a board on operations and management on one extreme and then a focus on outputs or educational issues on the other extreme. Another one would be the board's focus on needs and processes on the one side and output and outcomes on the other side. Those are to name a few. What historically has happened in the other models (Broad or the Carver model) is a message that says you are to set output and that's it. If you move into the realm of processes, meanings, or trying to understand programs, this makes a board that is micromanaging or interfering. Luckily, new boards are not accepting that anymore. They're not accepting the superintendent just telling them what to do.

The No Child Left Behind movement has changed part of the role of the board member because members are now pressed in their responsibilities to get those scores up, that achievement gap reduced. They feel that responsibility because they hired the superintendent.

Balanced governance is basically striking that balance between the board and superintendent. This came from an international study that we did through the center, through the National School Board Member surveys and the international survey of school board members around the country. This information has painted a picture: What do highly effective school boards do? What roles do they play? And what I've come up with is that they play a balanced role. I call it *informed oversight*. In other words, you don't have to cross the line into micromanagement simply by saying, "I want to be informed." If I'm going to sit on a board and make policy decisions, I've got to have some information so I can make an intelligent decision. Otherwise, I'm just doing what I've been told by the central office staff or the superintendent. Now boards are saying, "No, I need to know some of the meanings and the processes and how the programs work."

Case in point, I give boards these standards, including cultural responsiveness. If a board is using balanced governance and informed oversight, they're going to say when the superintendent brings a policy proposal to them, is this policy culturally responsive? Does it take into consideration diversity issues of equity and social justice? Does it do that or does it not do that? I train boards to ask the questions. They have the framework. They are not telling anyone how to do their job at all. They are simply asking questions to make sure we are doing these things. They are now asking to be presented with the information, the data to be shown that suggest we are doing those things in our district. So they as a board can feel informed about approving that particular policy.

To some extent I'm pushing boards to redraft their policies, change how we view policies in the past. Policy issues have been so generic, where the board gives them no substance. You know, policies that say, "We're going to have a really good math program," right, and that's all they say. Now, I'm having them rewrite the policies to say, "We want to see these data points, we want to see data supporting that this program is tending to cultural responsibility," etc. That's attending to innovation and creativity, that's attending to organizational learning system dynamics—that we know from research are critically important to organizational success. That's basically how I'm redefining the roles using this framework of balanced governance.

JMN: It speaks to how we need to better, sometimes, school board members who come from different educational backgrounds, different professional backgrounds. Sometimes it's not about getting the correct people, it's about how we train and educate those individuals who have been selected or elected to navigate this process with the superintendent to produce equitable opportunities for our students. How do we impact boards who are the ones implementing

policy?

TLA: That is exactly right. I've been working for the last 5 years on a National Science Foundation grant. I'm actually going to be out there again on this week. I go three times a year, and I do a leadership academy with folks who work with rural, 100% poverty, 99% to 100% African American, rural school districts in North Carolina. These districts have been perpetually failing through NCLB definition, they've been taken over, and they've had teams from the state. They've tried everything and nothing worked. I've developed a district strategic team, which realizes work from some of my colleagues. This team cuts across with everyone in the district, from the janitor to the superintendent. The whole focus is to learn how to identify and measure and ameliorate organizational barriers. This has been making huge improvements and achievement among underserved students. It has been improving the culture of the district and schools and making a huge difference, a district reform effort.

JMN: What is the center currently doing?

TLA: We've had some major projects that are just coming to a conclusion. The book that I mention earlier is a conclusion of the development of the balanced governance model. It's also a culmination of the analysis of the research from the National School Board Association international study that we initiated in 2010 and 2013. Also, we concluded an international study, which culminated in another international book on international school boards. That's been consuming a lot of our time.

JMN: What is in the future for the center?

TLA: I think that what I'm seeing for the future, first of all, is to simply continue what we are doing. There's a huge demand for us to continue doing research in the superintendency and district governance, especially bridging the practitioner world and academia. In 2008 we did a national symposium where we brought a lot of people who do research on the superintendency and board of governance. Since then, we've had a lot of people calling for us to do that again. I think that we need to continue to apply what we know and share that information with others. We have a ton of data from those two national studies, and we've only scratched the surface in terms of publications and sharing that information out.

A lot more publishable papers will come out of that data collected and possibly another book, because we really have not published focusing on school board members in the United States. That hasn't happened yet. The international book got finished, and it highlights work in all the other countries. Unfortunately, we haven't done it solely on the United States. I think that's definitely on the horizon for the center. With a joint center, we are basically housed in both places. I am at Seattle Pacific University, a non-UCEA institution, and Meredith Mountford is at Florida Atlantic University. As co-directors, Meredith and I work by the taking the lead on different projects by the center.

JMN: How can the center continue to expand and welcome new members to the study?

TLA: This past summer the UCEA center awarded a fellowship to a doctoral student from Vanderbilt University. He came and worked with me here in Seattle for the summer. Particularly, the fellow took the national data set and applied it to his own research interests. As a result, he got a paper that was accepted at AERA. This study, entitled “School Board Members and Social Justice Influence on Educational Purpose and Preferences,” focused on applying the issues of socioeconomics, ethnicity, wealth, and political disposition data from the national survey and applying it against poor performance and achievement. This is a fascinating study as it questions whether it makes a difference if you have people with different ethnicity, different gender, socioeconomic backgrounds on school boards. Does that change how school boards operate? The kinds of decisions they make? Shifting to those types of questions.

Additionally, the center been a conduit for other people’s studies, and we will continue to welcome anyone interested in doing work in the superintendency, district leadership, and governance. For example, the International Superintendency Research Network operates with the blessing of the center and through the center. I’m certainly very welcoming of everyone who does work in this field, because we need everybody.

JMN: What motivates you to continue doing this kind of work?

TLA: I do projects that encourage the possibilities of partnerships at the center. I think, again, the big picture is that if we want to keep a firm foot in both worlds, it’s not about diminishing the practitioner or academic spheres. I strongly believe in the need for both aspects to be successful. I’m in no way diminishing the academic part, because we’re still publishing in academic journals and presenting at academic events. Having the UCEA center to continue to do work in both of those arenas and then cross hurdle them through the lens as much as we possibly can. That’s what keeps me motivated to continue doing this work that I enjoy doing.

JMN: I’ve been hearing you talk about the center and the opportunities or space it has created for other scholars, perhaps mentorship for junior faculty. Individual researchers are able to use this center to transform research into more meaningful data that can inform practice. I think of putting research at the forefront, but how important is the practical aspect of our research?

TLA: Extremely important, that’s why I mentioned our UCEA center fellow and his work. He does multicultural studies and also policy. The theories that he used were policy theory, multicultural and social justice. These aspects are not in your traditional educational leadership forums; however, given the information we have and given the diversity in our country, we need to start looking specifically at different frameworks. I’m looking at it through, you know, the decision output theory, and he’s looking through public policy lenses and the lens of social justice. I just love that, and it’s exciting to see in a sense the center is providing mentorship. The leadership of the center is creating a conduit, an opportunity for solid peer review journal work, publications, and studies, and continuing to impact practice.

JMN: When you talk about traditional educational leadership practice, you can’t talk about being an effective superintendent if we don’t have a collaborative school board that understands diversity. How can leadership preparation programs take this approach in preparing aspiring district leaders?

TLA: That’s right. The diversity issue you mentioned is a huge component of the preparation, particularly as socioeconomics are changing this country. This notion is something that has to be understood and must be part of the entire conversation. I think an opportunity to cross hurdle between those areas of research is needed. I just wanted to throw this out, Juan, but I did notice something new at the presessions at UCEA this year. I noticed some sessions in the Graduate Student Summit were focused on superintendent and district leadership, and that was a wonderful thing to see. I don’t think I’ve seen that before and I hope more are encouraged to participate.

JMN: Do you think more research on the superintendency and district leadership is needed to address the issues our schools face?

TLA: I think so. While it’s awesome to see how students are seeing the need to conduct research on this topic, I think the UCEA center would love to help and reach out to upcoming scholars. We would love to be a part of the Graduate Student Summit and focus on that topic. I just want to offer that as a possibility, as I’m adamant about creating partnership opportunities. We are here, and we are more than willing to participate in those kinds of learning exchanges on that topic. We’d love to participate in it through UCEA.

JMN: I’m sure students can appreciate those mentoring opportunities from you and the center who are interested in the work of the superintendency and the governance role and how we can create more equitable learning systems. I truly appreciate your time, Dr. Alsbury, thank you so much for sharing your thoughts and the your work.

TLA: Great, that’s fantastic and I am glad to help.



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2016 UCEA Graduate Student Summit Call for Proposals

The fifth annual UCEA Graduate Student Summit (GSS) will be held at the Detroit Marriott Renaissance Center in Detroit, Michigan, **Wednesday, November 16 through Thursday, November 17, 2016**. The purpose of the 2016 UCEA GSS is to provide graduate students a space to engage in authentic *dialogue* about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work and receive feedback on your research. It will include

- paper sessions, in which you will share your research and receive constructive feedback;
- workshop sessions, in which you will get direct feedback on a paper that you would like to publish, a proposal, or your dissertation research plan;
- networking sessions, where you will have the chance to network with students from other UCEA institutions interested in similar research topics and talk with UCEA Executive Committee members and Plenum representatives;
- and new session formats to create more opportunities for graduate students at UCEA to be announced in early spring. (Watch our website for updates!)

Watch for the full Call for Proposals and all other important updates regarding the GSS by regularly visiting

<http://www.ucea.org/graduate-student-opportunities/graduate-student-summit/>

Proposal submission will occur through AllAcademic, following the same submission dates as the UCEA General Convention. Please be sure to review the guidelines for submitting proposals on our website.

Grad Student Column & Blog: Submissions Welcome

Two elements of the UCEA website are focused on issues and information relevant to the graduate students of UCEA. The **Graduate Student Column** typically features scholarship written by graduate students at UCEA member institutions. Column entries explore a variety of topics and allow the authors to present developing research and to the UCEA graduate student community. The **Graduate Student Blog** is a more discussion-oriented format encouraging conversation between graduate students via posts and comments. Topics addressed in the blog include discussion and links to educational leadership and educational policy news relevant to graduate students, as well as updates and information about ways graduate students can be more involved in UCEA. Graduate students are invited to send in contributions for both the Graduate Student Column and the Graduate Student Blog. To find out more, please e-mail ucea@virginia.edu.

www.ucea.org/graduate-student-blog/

www.ucea.org/graduate-student-development-home/

Join UCEA’s LinkedIn Group

If you are interested in receiving UCEA HQ announcements and engage in conversations around leadership research and preparation, you may want to join the UCEA LinkedIn Group “UCEA Headquarters.” Join colleagues from multiple countries and institutions in meaningful conversations about the educational leadership field. LinkedIn is a free professional network service. Members keep abreast of career, research and mentoring opportunities as well as important policy issues. They are alerted to UCEA publications, awards and other opportunities. If interested, members can also use the group as a resource to obtain knowledge as well as share opinions and perspectives.

What to do next:

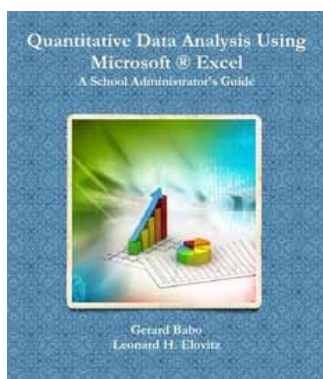
1. Log into www.Linkedin.com
2. Search for the UCEA Headquarters Group.
3. Follow the LinkedIn instructions to join a group.

UCEA will approve your request to join. We look forward to welcoming you to the group.

Book Review:

Quantitative Data Analysis Using Microsoft Excel: A School Administrator's Guide

Reviewed by Theodore Creighton
Virginia Tech (Retired)



Babo, G., & Elovitz, L. (2015). *Quantitative Data Analysis Using Microsoft® Excel: A School Administrator's Guide*. Ypsilanti, MI: NCPEA.

Target Readership

Though authors Babo and Elovitz wrote their book for those who work in our nation's schools (superintendents, principals, curriculum directors, and teachers), this book may also be useful to those of us who teach the preparation of principals and superintendents in our university graduate programs. Babo and Elovitz begin by identifying their primary goal: to provide graduate students with a basic analytical set of skills to assist them in exploring, analyzing, and making sense of data using a conventional and relatively simple computer software program (Microsoft Excel). The authors estimate that 99% of school practitioners have free access to Excel, but many have not even used the simple spreadsheet.

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Format

In the Introduction, after presenting a broad view of quantitative data analysis (including terminology and concepts), the authors state up front they use Microsoft Excel as the tool of choice. They further suggest though researchers (and their doctoral students) use the Statistical Package for the Social Sciences (SPSS) for their analyses and dissertation studies, school leaders do not often conduct such high-level research and are more concerned with such analyses as curriculum reviews, program assessments, writing reports, and using data to assist in running and administering schools or school districts with action-based research. In addition, many school administrators are already familiar with Excel and will find the use of the statistical functions easy to incorporate into their individual skill sets.

If your knowledge of Excel is very limited, you might want to start with Chapter 1, where the authors provide some Excel basics to get you going. Additionally, they include a section on how to code qualitative data for quantitative analysis. If you are already an Excel user and have a working knowledge of quantitative analysis, browse or skip this chapter and move on to what you want to learn about. To assist you they have enclosed an Index of Statistical Terms and Excel Functions in the Appendix. If you want to learn how to do a t test for example, you can simply check the Index, which references the specific page number.

Chapter 2 discusses some elementary concepts in descriptive data analysis, including frequency distribution, relative frequency, cumulative frequency, percentile rank, central tendency (mean, median, and mode), and graphing or charting data.

In Chapter 3, the authors extend the concepts of descrip-

tive data analysis and the Excel operations to determine standard deviation or how observations (scores) vary across a population. They also include a section on sorting and analyzing a large data set from a typical public school. This is followed by a little bit of probability, the normal curve, and the calculation of standardized scores in Chapter 4.

The authors address the comparison of means for two groups that are either independent of each other or from the same group of subjects by using Excel to perform t tests in Chapter 5. This is logically followed by the comparisons of more than two groups by using analysis of variance (ANOVA) in Chapter 6.

Chapter 7 is devoted to exploring relationships. To this end, the authors utilize Excel to develop scatter plots and calculate the Pearson r and Spearman rho correlation coefficients. This is followed naturally by linear relationships and predictions using Excel to run simple bivariate regression and multiple regression in Chapter 8.

Finally, the authors display cross tabulation tables and go into a brief exploration of nonparametric statistics by looking at the calculation of simple chi-square (goodness of fit) and $r \times k$ chi-square in Chapter 9. Finally, Chapter 10 introduces the reader to how to use Excel as a large database, which may be extremely beneficial for many school administrators.

Companion Website

For those who have no experience with Excel, the authors provide easy-to-follow directions and videos on a companion website to help the reader through: <http://www.ncpeapublications.org/index.php/ncpea-press-author-showcase>. This website is open access and includes author-narrated videos for each of the statistical examples provided in Chapters 1–10. One can even access the videos and review each BEFORE purchasing the book. Although the videos have been recorded using Excel on the Windows platform, the authors are currently working on another set of videos recorded using the Macintosh version of Excel. Students and professors will be able to use the version of their choice.

What the Book Is Not

It is important to stress what this book is not. It is not a standard statistics textbook and in no way attempts to be. Yes, the authors do include some statistical vocabulary, some equations, and some basic theoretical concepts. However, in no way do they go into any depth for any one of the many statistical processes covered. The book introduces and teaches the reader a number of quantitative analysis functions using Microsoft Excel in order to explore and analyze data. In the process, the authors introduce the reader to a host of different statistical analyses by actually doing them using real school data.

Additionally, this is not a textbook on research methodology and design. In using real school data, the authors do propose some

ideas for analysis, but in no way do they suggest that the methodology used would be appropriate for ensuring external validity or results that could be generalized to larger populations. However, many of the analyses used in the book might be appropriate for local action research projects where the user is attempting to find out what works or doesn't work at a very local level and has no interest in generalizing the results to a larger population. I strongly recommend that this book be used in conjunction with a more formal text or as a book to help master the use of Microsoft Excel.

Special Note

The authors will honor faculty requests to receive a complimentary "desk copy" for review and possible use in graduate courses. Simply email authors Dr. Gerard Babo and Dr. Leonard Elovitz at stats4schools@gmail.com with a request and include the course title and semester being considered. Requests can be for either an ePUB or bound print copy.



Call for Nominations

2016 Exemplary Educational Leadership Preparation Award

Deadline: Thursday, June 30, 2016

The Award

Quality leadership preparation is essential to quality leadership practice. Research reveals an important relationship between preparation and leaders' career outcomes, practices, and school improvement efforts. Exemplary university-based educational leadership preparation programs have authentic, powerful, and field-embedded learning experiences that connect research and theory with practice. To celebrate exemplary programs and encourage their development, UCEA has established an Award for Exemplary Educational Leadership Preparation. This award complements UCEA's core mission to advance the preparation and practice of educational leaders for the benefit of all children and schools.

Leadership educators are invited to nominate their programs for recognition at the 2016 UCEA Conference. The program or programs (up to three) determined most worthy of recognition will receive a significant cash award. In addition, each award-winning program will be recognized at a session during the 2016 UCEA Convention, on the UCEA website, and through a case-study publication.

This award will be made to programs within colleges, schools, and departments of education. For example, university-based programs preparing leaders to lead in elementary, middle, or high schools or programs focusing on the development of district-level leadership are eligible for recognition. More than one program within a department, school, or college of education may apply.

Award Criteria

Contributions will be judged on the extent to which the program (a) reflects current research on the features, content, and experiences associated with effective leadership preparation and (b) has demonstrated evidence of program effectiveness. *The Handbook of Research on the Education of School Leaders* (Young, Crow, Murphy, & Ogawa, 2009) addresses both of these criteria in depth. For the full set of award criteria, please visit <http://www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation/>

The Procedure

To nominate your program, please navigate to the following URL and follow the instructions below:

<http://www.ucea.org/opportunities/exemplary-university-based-educational-leadership-preparation/>

Step 1: Read through the award criteria and instructions

Step 2: Submit a statement of intent to apply (through the link) by Monday, May 2, 2016. Upon receipt of a program's intent to submit an Award Application, the program contact will be invited to an Award Dropbox Folder where program application materials should be deposited.

Step 3: Prepare Parts I–V of the Award Application as described at the above URL.

Step 4: Save each part of the Award Application as an individual PDF file in the designated Award Dropbox Folder. Please note each file should be named according to the corresponding part of the Award Application (e.g., Part.I.pdf, Part.II.pdf, etc.).

Please Note: All materials must be submitted by **Thursday, June 30, 2016**.

Please email ucea@virginia.edu or call (434) 243-1041 with questions.



UCEA International Initiatives Annual Report



Stephen Jacobson

*UCEA Associate Director for International Initiatives
University at Buffalo*

There has been quite a bit of activity on the international front for UCEA in 2015. In this report, I would like to update the membership on several initiatives UCEA has undertaken during past year; key international events at our conference in San Diego; and finally, findings from our recent survey.

In terms of its international footprint, in 2015 UCEA expanded its connections to partners across the globe through four new Memoranda of Understanding (MoU) with (a) the International Successful School Principals Project (ISSPP), (b) the European Educational Research Association's Network 26 - Educational Leadership (EERA Network 26), (c) the Tanzania Council for Educational Leadership, Administration and Management (TACELAM), and (d) the International Higher Education Teaching and Learning Association (HETL).

These new MoUs are in addition to similar agreements already in place with the British Educational Leadership, Management, and Administration Society (BELMAS), the Commonwealth Council for Educational Administration and Management (CCEAM), and the New Zealand Educational Leadership and Administration Society (NZEALS). Among the key elements of these agreements is to keep our respective memberships updated about conferences being hosted in the coming year by our international partners. With that in mind, here are four upcoming events of note for 2016:

- The **NZEALS conference** will be held April 20-22, 2016 at the Dunedin Centre, Dunedin, New Zealand. The conference theme is "Leading for Social Justice in Education," with keynote speakers Bruce Barnett, Mai Chen, Ross Notman, and Chris Sarra. <http://nzeals.org.nz/nextconference.htm> or www.otago.ac.nz/news/events/otago350401.html
- The **BELMAS conference** will be held July 8-10, 2016 at Carden Park, Cheshire, England. The conference theme is "Unlocking Leadership and Management Potential in Different Contexts," with keynote speakers Philip Hallinger, Sheila Laing, and Stephan Huber. www.belmasannualconference.org.uk
- The **EERA/ECER conference** will be held August 22-26, 2016 at University College Dublin, Ireland. The conference theme is "Leading Education: The Distinct Contributions of Educational Research and Researchers," with keynote speakers Andy Hargreaves, Jorunn Møller, Emer Smyth, and Paul Standish. www.eera-ecer.de/ecer-2016-dublin/
- The **CCEAM conference** will be held September 19-21, 2016 at the Hotel Chunda Palace, Hari das Ji Ki Mangari, Udaipur, (Rajasthan) India. The conference theme is "Educational Leadership for Global Social Justice: Issues & Challenges," with keynote speakers Glen Martin, Pat Thompson, and Parmendra Kumar Dashora. <http://cceam2016.org/>

While I cannot imagine your budget allowing for attendance at all of these events, if you've never participated at any of these conferences, I would strongly suggest that you try attending one in 2016.

As for our own conference this past year in San Diego, numerous International community-building sessions examined, among other things, "Research on Educational Leadership in Multiple Bi-national Settings," "Aligning Culturally Progressive Belief Systems with Progressive Educational Strategies in International Settings," "Leadership in and Preparation for High-Needs Schools: An International Perspective," "Social Justice Leadership in China, Costa Rica, Mexico, New Zealand, Spain, Sweden, and the US," "Successful Practices and Enduring Beliefs of Leaders in High-Need Schools: Evidence from International Studies," and "The Professional Identities of School Leaders in Transnational Contexts." A session organized by the UCEA Center for the International Study of School Leadership considered "Expanding School Improvement across Frontiers of Education" and other sessions of note were organized by the International School Leadership Development Network (ISLDN), which is part of the BELMAS-UCEA Research Collaboration.



April 2016 New Zealand <http://nzeals.org.nz/nextconference.htm>



July 2016 England www.belmasannualconference.org.uk



August 2016 Ireland www.eera-ecer.de/ecer-2016-dublin



September 2016 India <http://cceam2016.org/>

On Saturday November 21, 2015, invited representatives from 15 countries met at the UCEA conference to discuss the possible establishment of an International Congress focused on the development and practice of educational leaders. Michelle Young (UCEA) and Colin Russell (BELMAS) co-chaired this meeting, providing both the rationale and background for its being convened. They noted that both UCEA and BELMAS would value insights gleaned from an entity such as the Congress. Among other things, participants at the meeting expressed a collective desire to increase their understanding of the conditions of school leadership across the globe, as well as of the scholars who study and develop educational leaders, and of the higher education institutions that foster such work in different national contexts. Participants were asked to discuss the key issues impacting their work within their own national contexts, and they agreed that this fruitful discussion should be continued. Two of the conferences mentioned earlier—BELMAS in July and EERA in August—are being considered for the next round of conversation.

On the last day of the conference, Monday, November 23, 2015, the fourth annual International Summit was held. The theme of this year's summit was "Transcultural and Transnational Issues in Leadership Practice and Preparation." With approximately 50 in attendance, representing almost 20 nations, participants engaged in three outstanding presentations.

In the first, "Transcultural Spaces Within New Zealand's Education System," Ross Notman of the University of Otago, New Zealand, examined the unique role of school leaders in successfully nurturing New Zealand's bicultural national context that has placed Maori culture, traditions and language front and center in the curriculum of primary and secondary schools in that country.

In the second presentation, "Leading for Success in Challenging Australian Educational Contexts," David Gurr, Lawrie Drysdale, and Helen Goode of the University of Melbourne reported on their studies of Australian principals working in contexts characterized by low family income, high cultural diversity, indigenous communities, and transient populations. The school leaders studied, who work in very rural and remote locations, achieved some measure of success by helping their communities galvanize for collective action.

The third and final presentation, "School Leadership in Developing Countries: Context Matters," led by Corinne Brion, Paula Cordeiro, Lea Hubbard, and Joi Spencer of the University of San Diego, focused on their research findings from the implementation of school leadership programs in three developing countries over the last 4 years. After a brief overview of their findings and the key policy issues impacting each country, audience members were asked to join one of several breakout groups that examined country-specific issues that have to be considered in terms of the content and delivery of school leadership preparation. The summit's combination of formal presentations followed by interactive discussion groups made for a lively, engaging, and informative morning. Plans are already underway for the next International Summit, to be held at the UCEA conference in Detroit, which will feature the work of the International HETL and their collaborative relationship with the United Nations Economic and Social Council: www.hetl.org.

Finally, just before the conference itself, UCEA conducted an online survey to get a better sense of how some of its international initiatives were being received by the membership. The results can be described as both good news and bad news. The good news is that at least 75% of respondents were either satisfied or very satisfied with the International Summit, the community-building sessions, and the BELMAS–UCEA research collaboration. The bad news is that only 26 people responded to the survey.

Regardless of the relatively low response, the following written comments from the survey are indicative of the positive impact the international sessions have had to date, at least for this small group of respondents:

- International representation was excellent.
- Sessions were informative, stimulating, and well organized.
- Sessions have always been excellent.
- There was time to speak to colleagues from around the world.
- I like this format since it allows a combination of North American and international scholars to present their work.

But there is definitely room to improvement, as suggested by comments from two of the respondents:

- These are still a little ragged—they are insufficiently focused.
- A lot more organizational support and structure are needed.

The survey also provided respondents a chance to recommend other international activities UCEA might pursue in the coming years, and the following received the most votes:

- In-depth sessions = 18
- Cross-cultural comparative research = 18
- Collaboration with foreign universities = 15
- Summaries in *UCEA Review* = 15
- Residency opportunities in other countries = 14
- School principal preparation programs = 11
- Start a new publication = 11
- UCEA conferences at international locations = 11

With those suggestions in hand, we have already reached out to the UCEA Center for the International Study of School Leadership, which has kindly agreed to produce summaries of the conference's international sessions for an upcoming issue of the *UCEA Review*. In next year's annual report, I hope to be able to provide an update on other new international initiatives undertaken to address the interests of our membership.

If you have any questions or concerns, or would like to get more involved in UCEA's international initiatives, please feel free to contact me at Stephen Jacobson: eoakiml@buffalo.edu

<http://twitter.com/UCEA>

UCEA Announces 2015 Award Recipients

UCEA's annual awards were presented at the 29th annual convention in San Diego, CA, November 20-23, 2015. Video filmed during the award ceremony and the photos of the award recipients are available online:

www.ucea.org/2015-ucea-award-winners/

Roald F. Campbell Lifetime Achievement Award: Gary M. Crow

The Roald F. Campbell Lifetime Achievement Award was instituted by UCEA in 1992 for the purpose of recognizing senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. At the same time, the award celebrates the remarkable pioneering life of Roald F. Campbell, whose distinguished career spanned many years and exemplified these characteristics. The 2015 recipient of the Roald F. Campbell Lifetime Achievement Award is Gary M. Crow (Indiana University).

UCEA Master Professor Award: Gail C. Furman

The UCEA Master Professor Award is given to an individual faculty member who is recognized as being an outstanding teacher, advisor, and mentor of students. The recipient of this award has taken a leadership role in his or her academic unit and has aided in the advancement of students into leadership positions in the K-12 system while promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership. The 2015 UCEA Master Professor recipient is Gail C. Furman (Washington State University-Spokane).

Jay D. Scribner Mentoring Award: Betty Malen

The Jay D. Scribner Mentoring Award honors educational leadership faculty who have made a substantive contribution to the field by mentoring the next generation of students into roles as university research professors, while also recognizing the important roles mentors play in supporting and advising junior faculty. This award is named after Jay D. Scribner, whose prolific career spans over four decades and who has mentored a host of doctoral students into the profession while advising and supporting countless junior professors. The 2015 recipient is Betty Malen (University of Maryland).

Jack A. Culbertson Award: Anjalé D. Welton

The Jack A. Culbertson Award was established in 1982 in honor of UCEA's first full-time executive director, who retired in 1981 after serving 22 years in the position. The award is presented annually to an outstanding junior professor of educational administration in recognition of contributions to the field. The 2015 Jack A. Culbertson award recipient is Anjalé D. Welton (University of Illinois at Urbana-Champaign).

Paula Silver Case Award:

Matthew M. Kaiser

Keshia M. Seitz

Elizabeth A. Walters

The Paula Silver Case Award was instituted by UCEA in 1999 to memorialize the life and work of Paula Silver, former UCEA associate director and president-elect, who made significant contributions to our program through excellence in scholarship, advocacy of women, and an inspired understanding of praxis. The 2015 recipients are Matthew M. Kaiser (Metropolitan School District of Washington Township), Keshia M. Seitz, and Elizabeth A. Walters (Metropolitan School District of Perry Township) for their 2014 article: Transgender Policy: What Is Fair for All Students? *Journal of Cases in Educational Leadership*, 17(1), 3–16.

Hanne Mawhinney Distinguished Service Award:

Liz Hollingworth

Michele Acker-Hocevar

Gail C. Furman

Patricia F. First

On occasion, UCEA's leadership has found it appropriate to honor UCEA faculty for their outstanding service to the organization and the field. In 2015, the award was renamed in honor of Hanne Mawhinney, who embodied the idea of distinguished service and went above and beyond the call of duty in service to UCEA. The Hanne Mawhinney Distinguished Service Award was given in 2015 to Liz Hollingworth (University of Iowa), Michele Acker-Hocevar (Washington State University-Spokane), Gail C. Furman (Washington State University-Spokane), and Patricia F. First (Clemson University).

Edwin M. Bridges Award:

Margaret Terry Orr

Allan Walker

The Edwin M. Bridges Award recognizes significant contributions to the preparation and development of school leaders. The award recognizes contributions to preservice preparation as well as continuing professional development aimed at school leaders broadly defined, and the locus can be in universities or in the field. The 2015 recipients are Margaret Terry Orr (Bank Street College of Education) and Allan Walker (Hong Kong Institute of Education).

JRLE Best Article Award:

Chad R. Lochmiller

Criteria for the *Journal of Research in Leadership Education* (JRLE) Best Article Award include contribution to knowledge in the field regarding leadership preparation (significance), overall quality of the article, and impact or "reach." The 2015 recipient of the JRLE Best Article Award is Chad R. Lochmiller (Indiana University) for the April 2014 article: Leadership Coaching in an Induction Program for Novice Principals: A 3-Year Study. *Journal of Research*

on *Leadership Education*, 9(1), 59-84, first published September 3, 2013.

Looking Ahead

It's not too early to think about honorees for the 2015 convention. The next cycle of UCEA awards begins in late spring with selections completed by the end of summer. Additionally, each April UCEA announces the recipient of the William J. Davis Award. The Davis Award is given annually to the authors of the most outstanding article published in *Educational Administration Quarterly* during the preceding volume year. Please refer to future announcements in *UCEA Review*, in *UCEA Connections*, and on the website.

Contributions to the award fund are welcome and should be sent to UCEA, the University of Virginia, Curry School of Education, 405 Emmet St., Charlottesville, VA, 22903.

Nominations for UCEA's 2016 awards competition are due **May 31, 2016**. Please see www.ucea.org for information on criteria and the nomination process.

Leave a Leadership Legacy Through UCEA's Partners for the Future

Dedicated supporters of the UCEA who include UCEA in their wills or estate plans are UCEA Partners for the Future. These special donors have decided to extend their support beyond their lifetimes and leave a legacy of tolerance and justice. Writing a will and including a bequest to UCEA allows you to choose where your estate will go and, in most cases, helps you to reduce taxes on your estate. Your bequest or planned gift—regardless of size—is a meaningful way to honor UCEA's work and assure its future. If you are interested in receiving information about wills, charitable gift annuities or other planned giving opportunities available at UCEA—with no obligation—please contact UCEA. If you already have included UCEA in your will or estate plans, please contact us so we can update you as a UCEA Partner for the Future.



2015 award recipients, L. to R.: Anjalé D. Welton, Margaret Terry Orr, Liz Hollingworth, Keshia M. Seitz, Gail C. Furman, Chad R. Lochmiller, Gary M. Crow, Betty Malen.

Coming Home: Mentorship at UCEA

Amy L. Reynolds
University of Virginia

Fall is an exciting time in the UCEA headquarters office with the fast approach of the Convention and 4th Annual Graduate Student Summit. This year, I feel a rather uncharacteristic nostalgia for these events as I prepare to phase out of my role on the Graduate Student Council (GSC), making room for a new, and third, UCEA Headquarters graduate student to step into the role (welcome aboard, Bryan VanGronigen!). I feel lucky to have had the opportunity to forge ties with GSC founding members as I started graduate school at the University of Virginia, and also to see the GSC grow over the past 4 years.

In my role on the GSC, I have spent a great deal of time thinking about mentorship: what it looks like, who participates in it within and beyond UCEA, how to cultivate mentorship among UCEA graduate students and faculty, and what its meaning is for individuals and the organization. These thoughts, in turn, have helped me feel connected to UCEA's larger legacy.

Some of this connects back to a session at last year's (2014) UCEA Convention. A session titled "UCEA Looking Back and Looking Forward on a Legacy for Leadership Preparation" provided an opportunity for UCEA scholars to share reflections on UCEA's history and contributions during its 60th anniversary year. The stories shared during this time were motivated by an appreciative inquiry process initiated by the Executive Committee to explore the strengths and meaningfulness of UCEA in the professional lives of UCEA faculty and students.

The participants consisted of both faculty with deep histories and connections to UCEA and those newer to the organization and included Michelle Young, Megan Tschannen-Moran, Mark Gooden, Joe Murphy, Martha McCarthy, Dan Duke, Noelle Arnold, Bradley Carpenter, Terry Astuto, Michael Dantley, Gary Crow, Mary Driscoll, Maria Luisa Gonzalez, Paul Bredeson, Margaret Grogan, Fran Kochan, Khaula Murtadha, Diana Pounder, Cindy Reed, Richard Gonzales, Andrea Rorrer, Kate Torres, and James Yates. Richard Gonzales, one of the panel participants, shared about how his experience working with Michelle Young as one of the founding members of the GSC helped shape his experiences within UCEA. He has seen how the group he helped to found has quickly grown and become a key part of the graduate student experience at UCEA. The formation of the GSC represented UCEA's continued commitment to mentorship of graduate students and creating opportunities for different voices to be heard within the organization.

It was an impressive group to see all in one place, but what struck me most was the palpable sense of camaraderie, trust, and

mutual investment among the group. Many themes emerged from the content of the reflections shared: the legacy of UCEA, social justice, collaboration, future directions for UCEA, and mentorship. As a graduate student, hearing about legacies of mentorship from so many of the people I have seen be mentors and some of whom have mentored me was particularly meaningful.

Session participants spoke with heartfelt gratitude about the kind of mentoring they experienced through UCEA. Bradley Carpenter called it "life-changing," Gary Crow characterized it as "consistent and persistent," Margaret Grogan credited it with why she "stuck it out in the professoriate," Diana Pounder was not sure she would have been there without it, Fran Kochan called it "a gift," and Paul Bredeson described UCEA as a "warm home." Meanwhile, Kat Torres and Diana Pounder both reflected on the importance of paying forward mentorship through UCEA as a means of sustaining the organization and making it a welcoming place for all.

The sentiments shared by each of the participants in the session were also more than words alone. Just the day before, I observed many of these same UCEA faculty members sharing their time and expertise with a record number of Graduate Student Summit participants. If you ever want to see mentoring alive and well at UCEA, come visit the Graduate Student Summit sessions. I count many of them as among my valued mentors. For instance, Dan Duke planted the seed that led me to decide to pursue a PhD while I was in his courses during my master's program. Margaret Grogan was my discussant during my first paper session at the Graduate Student Summit and shared her invaluable constructive criticism on my first solo study. Every convention, Malú Gonzalez asks what she can do to support graduate students. Bradley Carpenter was one of the very first people to find me at my first UCEA Convention to arrange for past and present UCEA Headquarters graduate students to bond. And this is not an exhaustive list.

Mentors at UCEA are the guides in unfamiliar territory for those new to the field and the organization. Simple acts like introductions, listening, asking questions, and reaching out to a new face in the crowd can make a world of difference; it can even be life-changing. As I return for my fourth UCEA Convention, and complete my term on the GSC, I realize how UCEA has transitioned from an uncharted territory to a place filled with people I have come to know as mentors, colleagues, and friends. Perhaps it is because of this kind of mentoring across institutions and years that UCEA can feel like coming home.

UCEA Employment Resource Center

UCEA Job Search Handbook, on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. Topics include preplanning, preparing an application, the interview, postinterview tactics, negotiations, and sample materials. <http://www.ucea.org/opportunities/ucea-job-search-handbook/>

UCEA Job Posting Service is free. To submit a posting for the website, e-mail the URL for the position announcement (website address at your university where the position description has been posted) to ucea-list@virginia.edu. A link will be provided to the job announcement from the UCEA job posting page: www.ucea.org.



UCEA Convention 2016 Call for Proposals

Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success

General Information

The 30th annual UCEA Convention will be held November 17-20, 2016 at the Detroit Marriott Renaissance Center in Detroit, Michigan. The purpose of the 2016 UCEA Convention is to engage participants in discussions about research, policy, practice, and preparation in the field of education with a specific focus on educational leadership. Members of the 2016 Convention Program Committee are April Peters-Hawkins (University of Georgia), Dana Thompson Dorsey (University of North Carolina at Chapel Hill), Kristy Cooper (Michigan State University), and Wayne Lewis (University of Kentucky).

UCEA Convention Theme

The 30th Annual UCEA Convention theme, **Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success**, is intended as an occasion to talk, meet, think, and organize for a renewed vision, goal-setting, and coalition-building that will bring new life and meaning to the role of education and educational leadership. The theme highlights the context of the convention location in Detroit, a city that has faced significant challenges and undergone tremendous change, with a lens on the educational, political, civic, corporate, and community revitalization that occurs in such contexts. As such, the theme draws attention to the complex contexts (communities, political environments, and policy contexts) in which we research, lead, and practice in the field. Such contexts are complex due to the multidimensional and sometimes competing interests inherent in these various spaces, and because they involve interconnections and intersections among various people, challenges, changes, and politics, which often directly impact and influence education policy, leadership practice, and student outcomes.

The focus on **Revitalizing Education** is central to current local and national policy initiatives (e.g., the Every Student Succeeds Act [ESSA], recently revised Professional Standards for Educational Leaders) that impact educational contexts like Detroit and other diverse (often large and urban) educational centers. These districts, which serve a large percentage of diverse student populations, have a rich history of political action and activism and have enacted initiatives to reorganize (and/or staff) schools and school systems (via charters, vouchers, alternative teacher and leader preparation programs, etc.). In addition, the focus on **Re-envisioning Leadership, Refreshing Practice, and Redefining Student Success** reinforces the notions that: quality education should be available and accessible to all students, irrespective of local or global boundaries, political affiliations, racial or gender identity, socioeconomic diversity, or any other affiliations or identity markers; leadership can and should be defined in multiple ways; educational innovation is needed to support and encourage effective practice; and student

achievement can and should be defined utilizing diverse methods and understandings. Ultimately, the 2016 UCEA Convention theme compels colleagues in the field to think innovatively about how leadership and practice influence student success and how these notions can be redefined to bring new life and vitality to education in the contexts that need it most.

To address the 2016 UCEA Convention theme, “Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success,” UCEA invites submissions that

- (a) challenge traditional conceptions of educational leadership and leadership development in complex settings;
- (b) propose a paradigm for revitalizing, re-envisioning, reframing, or redefining education, educational leadership, educational systems, and educational policies;
- (c) examine how we prepare school and district leaders to support equity, quality, and community in complex educational contexts;
- (d) explore the myriad ways of defining student success in the current and evolving education policy landscape; and
- (e) support advocacy work directed at policy makers and elected officials.

Criteria for Review of UCEA Convention Proposals

All proposals will be subject to blind, peer review by two reviewers, which will occur electronically. *Proposals MUST NOT include names of session organizers or presenters.* Primary authors of submitted proposals agree to serve as proposal reviewers.

Proposals for papers, symposia, and international community building sessions will be evaluated for

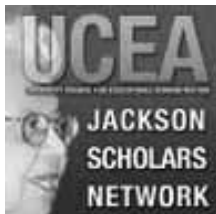
- relevance of research problem, policy or topic to the convention theme and/or broader discourse in the field regarding leadership preparation;
- thoroughness and clarity of the proposal;
- theoretical framework, methods, analysis, and presentation of findings (for empirical research); and
- significance.

All other proposals will be evaluated for

- relevance of research problem/topic to the convention theme and/or broader discourse in the field,
- thoroughness and clarity of the proposal, and
- alignment between proposed format and purpose of the session.

Proposals must be received by Monday, May 9, 2016.

For updates and details, see www.ucea.org



2015 Jackson Scholars Network

Jackson Scholars and their mentors participated in several events during the 2015 UCEA convention in San Diego, CA. The Jackson Scholars Network Convocation featured moving keynote addresses by Frank Hernandez of the University of Texas of the Permian Basin and Decoteau Irby of the University of Illinois at Chicago. Immediately following the convocation, second-year Scholars presented their dissertation research to date in the Annual Jackson Scholars Network Research Seminar. The participants and 10 session chairs were the following:

Intersecting Identities in a Complex World: Exploring Issues of Race, Gender, Class and Other Areas of Difference. Chair: Hollie J. Mackey, University of Oklahoma

Adam Kho, Vanderbilt University
Dorado M. Kinney, University of Texas at Austin
Farris Muhammad, University of Georgia
Hershawna Rochelle Turner, University of Pittsburgh
Kortney Smith, University of Wisconsin-Milwaukee

The Challenges of Educational Leadership across the P-20 Spectrum: International and Global Perspectives. Chair: Brenda J. McMahon, University of North Carolina at Charlotte

Lorenda Chisolm, University at Buffalo
Nana Afua Y. Brantuo, University of Maryland, College Park
Nicole Alia Salis Reyes, University of Texas at San Antonio

Beyond the School Walls: Negotiating Social and Community Contexts in School Reform Efforts. Chair: Lisa A. W. Kensler, Auburn University

Gwendolyn Baxley, University of Wisconsin-Madison
Joanna Sánchez, University of Texas at Austin
Samuel Garcia, Texas State University
Kai Mathews, University of San Diego
Danielle Allen, University of North Carolina at Chapel Hill

Critical Explorations of Parents and Families in Schools. Chair: Cristobal Rodriguez, Howard University

David Aguayo, University of Missouri
Jada Phelps-Moultrie, Indiana University
Rachel Pope, Howard University
Omar J. Salaam, University of South Florida

Discipline and Punishment in Schools: Examining the Role of Everyday Policies and Practices. Chair: Dana Thompson Dorsey, University of North Carolina at Chapel Hill

Kierstyn Kourtney Johnson, Virginia Commonwealth University
Ramon Griffin, Michigan State University
Rhodesia McMillian, University of Missouri

A View from Within: Understanding the Complex World of Teacher, Leaders, and School Personnel. Chair: Casey Cobb, University of Connecticut

Karen Ramlackhan, University of South Florida
Benterah Morton, Louisiana State University
Luis Alberto Rodriguez, Vanderbilt University

Examining the Educational Mobility and Career Trajectories of Underrepresented Students. Chair: Charol Shakeshaft, Virginia Commonwealth University

Taurean Walker, University of North Carolina at Charlotte
Karina Ivette Vielma, University of Texas at San Antonio
Stephen Joseph LaBrie, Howard University
Atiya Strothers, Rutgers University

Leadership Issues in Higher Education. Chair: Elizabeth C. Reilly, Loyola Marymount University

Sheldon Giraud Moss, Sam Houston State University
Nakia M. Gray, New York University
Dorothy Dixon, Sam Houston State University
Malaika Samples, Florida State University
Alvin R. Curette, Jr., University of Texas at San Antonio

Leading in a Changing Social Context: School Principals and the Challenge of Reform. Chair: Wayne D. Lewis, University of Kentucky

Patricia A. Rocha, Texas State University
Stefanie Marshall, Michigan State
James S. Wright, Michigan State University
Charlene L. Lewis, University of Tennessee at Knoxville

From Margin to Center: Students and Families in a Pluralistic Society. Chair: Terah Talei Venzant Chambers, Michigan State University

Kortney Hernandez, Loyola Marymount University
Kevin Clay, Rutgers University
Christine Tran, University of Washington
Heather Bennett, Pennsylvania State University

The Jackson Scholars Network is so proud of all of the members of the 2014-2016 cohort for their research and presentations. We are also very grateful to all of the chairs of our research seminar sessions for their dedication and guidance.

The Jackson Scholars Network also hosted the annual Julie Laible Memorial Orientation Session for new 2015-2017 cohort members and their Mentors. Their time together included an introduction by UCEA Associate Director of Graduate Student Development Gerardo R. López (University of Utah), a networking activity, and time to connect. The inaugural Jackson Scholars Network 5K, RUN JSN, was a great success! Scholars, mentors, and supporters ran, walked, and cheered together along the San Diego Bay boardwalk early Saturday morning. Jackson Scholars and Men-

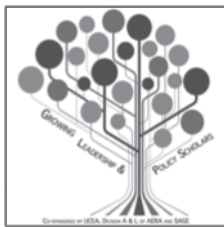


tors concluded their time together at the convention at the Jackson Scholars Network Recognition Ceremony. This annual meaningful tradition included welcomes from UCEA Executive Director Michelle D. Young (University of Virginia) and UCEA President Noelle Witherspoon Arnold (The Ohio State University). Sonya Douglass Horsford (George Mason University) and Irene H. Yoon (University of Utah) offered motivating reflections about their journeys as Jackson Scholar alumnae and academicians in the educational administration field. Former UCEA Presidents Mark A. Gooden (University of Texas at Austin) and Cynthia J. Reed (Northern Kentucky University) led the group in our wonderful tradition, “I am because we are, and we are because I am.” Terrance L. Green (University of Texas at Austin) closed the recognition ceremony with a moving benediction.



RUNJSN: Karen Ramlackhan, Michelle D. Young, Angel Nash

2016 David L. Clark National Graduate Student Research Seminar



The Clark Seminar is co-sponsored by UCEA, Divisions A & L of AERA, and SAGE Publications. It brings together promising graduate students and distinguished faculty for 2 days of generative academic dialogue. This year's seminar will be held April 7-8, 2016 in Washington, DC, prior to the

annual AERA conference. We are pleased to announce this year's distinguished faculty mentors and scholars selected to participate in the seminar. Congratulations!

Faculty Mentors

UCEA

Sarah Nelson Baray, Texas State University
 Monica Byrne-Jimenez, Hofstra University
 Donald Hackmann, University of Illinois
 Wayne Lewis, University of Kentucky

AERA – Division A

Terah Venzant Chambers, Michigan State University
 Terrance Green, University of Texas at Austin
 Hans Klar, Clemson University
 Penny Tenuto, University of Idaho

AERA – Division L

Edward Fierros, Villanova University
 David Garcia, Arizona State University
 Luis Huerta, Columbia University
 Janelle Scott, University of California–Berkeley

2016 Clark Seminar Scholars

Emily Anderson, Pennsylvania State University
 Megan Austin, University of Notre Dame
 Sarah Baker, Texas State University
 Marsha Cale, Old Dominion University
 Yvette Cantu, Texas State University

Pedro De La Cruz, New York University
 Sean Dotson, Washington State University
 Dorothy Egbufor, Howard University
 Loverty Erickson, Montana State University
 Stephanie Forman, University of Washington at Seattle
 Asia Fuller-Hamilton, University of Illinois at Urbana-Champaign
 Sarah Galey, Michigan State University
 Wellinthon Garcia, Hofstra University
 Emily Germain, University of Texas at Austin
 Elizabeth Gil, Michigan State University
 Sarah Guthery, Southern Methodist University
 Michelle Hall, University of Southern California
 Ayesha Hashim, University of Southern California
 Kortney Hernandez, Loyola Marymount University
 Elizabeth Jekanowski, Florida Atlantic University
 Gregory Johnson, University of Illinois at Urbana-Champaign
 Emily Kern, Vanderbilt University
 Andrew Leland, Rutgers University
 Julia Mahfouz, Pennsylvania State University
 Jason Neuss, University of Louisville
 Adina Newman, George Washington University
 Frank Perrone, University of Virginia
 Amanda Potterton, Arizona State University
 Jennifer Preston, North Carolina State University
 Daniel Quinn, Oakland University
 Karen Ramlackhan, University of South Florida
 Joanna Sánchez, University of Texas at Austin
 Maureen Sanders-Brunner, Ball State University
 Teresa Schwarz, University of Massachusetts at Boston
 Alea Thompson, University of Illinois at Chicago
 Sivan Tuchman, University of Arkansas
 Robert Vagi, Arizona State University
 Pamela VanHorn, Ohio State University
 John Wachen, University of North Carolina at Chapel Hill
 Annette Walker, Western University
 Kathleen Winn, University of Iowa
 Rui Yan, University of Utah



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UCEA Review

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If you have ideas concerning substantive feature articles, interviews, point-counterpoints, or innovative programs, *UCEA Review* section editors would be happy to hear from you.

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2016 Calendar

- March Planning Committee Meeting, Feb. 29-Mar. 2
- 2016 Executive Committee Meeting, Mar. 1-4
- April 2016 Deadline for submissions, Summer *UCEA Review*, April 1
- All Academic opens for UCEA 2016 Convention proposals, Apr. 6
- David L. Clark Seminar, Apr. 7-8, Washington, DC
- Jackson Scholars Spring Workshop, Apr. 8, Washington, DC
- William L. Boyd National Educational Politics Workshop, Apr. 8, Washington, DC
- Joint UCEA, AERA Division A & L, SAGE Reception, TBD, Washington, DC
- NZEALS Conference, April 20-22, Dunedin, New Zealand
- May 2016 Deadline, UCEA 2016 Convention Proposals, May 9
- Deadline, UCEA Awards, May 31
- June 2016 Regonline opens for Convention registration, June 1
- All Academic Reviews due, June 3
- Deadline, Exemplary Educational Leadership Preparation Award, June 30
- July 2016 BELMAS Conference, July 8-10, Cheshire, England
- Aug. 2016 Deadline for submissions, Fall *UCEA Review*, Aug. 1
- EERA Conference, Aug. 22-26, Dublin, Ireland
- Sept. 2016 CCEAM Conference, Sept. 19-21, Udaipur, India
- Nov. 2016 UCEA 2016 Graduate Student Summit, Nov. 16-17, Detroit, MI
- UCEA 2016 Convention, Nov. 17-20, Detroit, MI